



2018-2023

Strategic Plan

# OXNARD COLLEGE

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Greg Gillespie, Ph.D., VCCCD Chancellor

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## *Acknowledgements*

A special **THANK YOU** to all Oxnard College students, faculty, staff and administrators that contributed their time, resources, talents, patience, teamwork and support.

In addition, we would like to acknowledge the commitment and support of the community and educational partners as well as the leadership of the Ventura County Community College District. It was through their engagement and valuable input that this strategic plan was developed.

The Oxnard College Strategic Plan represents the guiding framework from which the college will progress. It reflects its commitment to preparing 100 percent of its students for the future.

Designed over 18 months with multiple levels of collaboration, Oxnard College's strategic initiatives, goals, and objectives drive integrated processes and programs to maximize student success and outcomes. It continues to engage all members of the Oxnard College community in a common vision that inspires all toward collective action of continual improvement.

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# mission vision values



## Mission

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

## Vision

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 pursues excellence with a focus on preparing students for success in their educational and career endeavors.

## Values – Shared Beliefs

- ***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 positive examples 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 a safe, secure and healthy environment.

# Why...

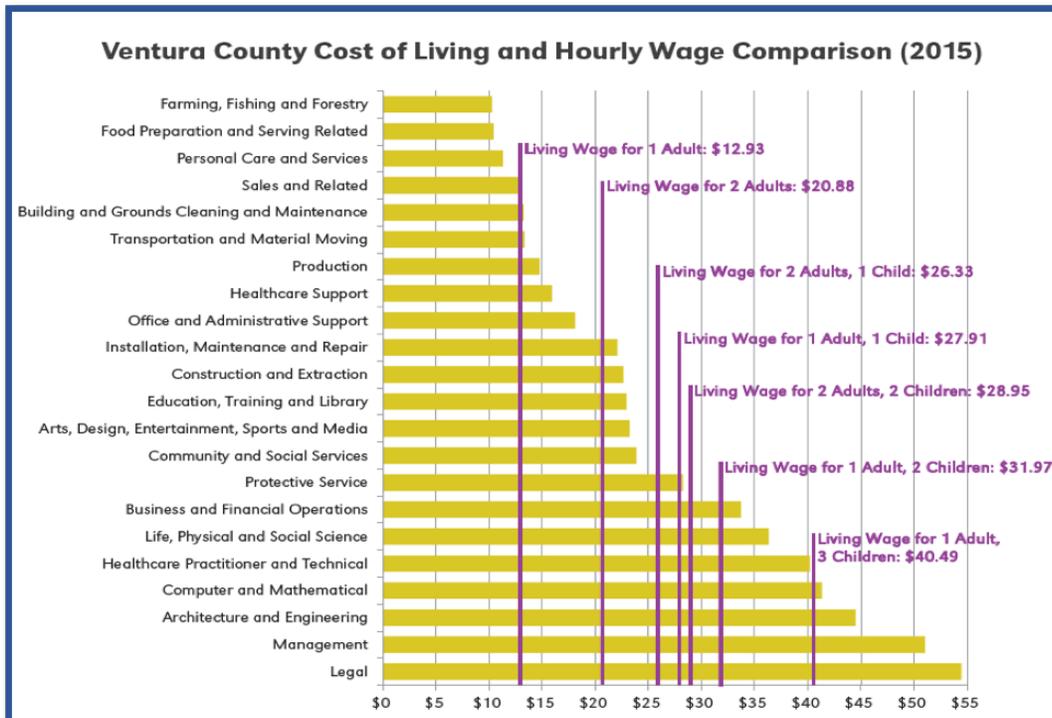
Similar to other community colleges in California, Oxnard College (OC) is dealing with enormous paradigm shifts in the at-large perception of its purpose and the increasingly greater expectation at the State and Federal levels that student success be a contributing factor in performance-based funding. It is our belief that our primary change is to ensure that all students are prepared for their next phase of life, whether that is pursuing additional educational goals or career goals.

In addition, we are committed to maintaining our accreditation status while ensuring financial stability to support every student in acquiring academic knowledge and broad skills, while fostering their resiliency and grit. We will continue to be a forward-thinking college with the understanding that as the new generation of high school students evolve, so must we.

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 onwards, produces lifelong benefits.

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 (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 professionals and healthcare practitioners earn wages above that level as seen on the chart below.



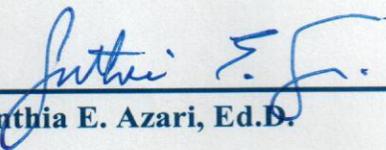
# letter from leadership

## *Esteemed colleagues, faculty, staff, community:*

On behalf of Oxnard College, it is an honor to present our new Strategic Plan! We truly appreciate all of the collaboration and hard work that occurred over an 18-month period; involving multiple community members, educational partners, industry leaders, and college faculty, staff, administrators and students.

The primary purpose of creating this Strategic Plan is to unify our focus, proceed purposefully and influence student success so that our students are fully capable of meeting all educational and career opportunities presented to them in their future.

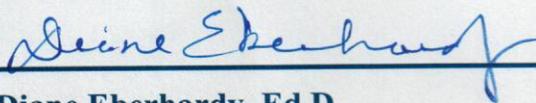
Organized around our newly formulated Initiatives, Goals and Objectives, this plan clearly articulates and is in alignment with the Mission, Vision and Values of Oxnard College. Its intent is to create the foundation to embark on our journey forward to continually enhance student success and provide meaningful outcomes while embracing our community and creating the next generation of leaders. We look forward to our continued collaboration!



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Cynthia E. Azari, Ed.D.

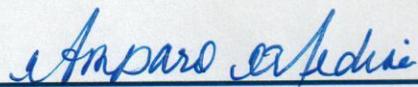
*Oxnard College President*



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Diane Eberhardy, Ed.D.

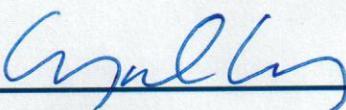
*Academic Senate President*



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Amparo Medina

*Classified Senate President*



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Crystal Lopez

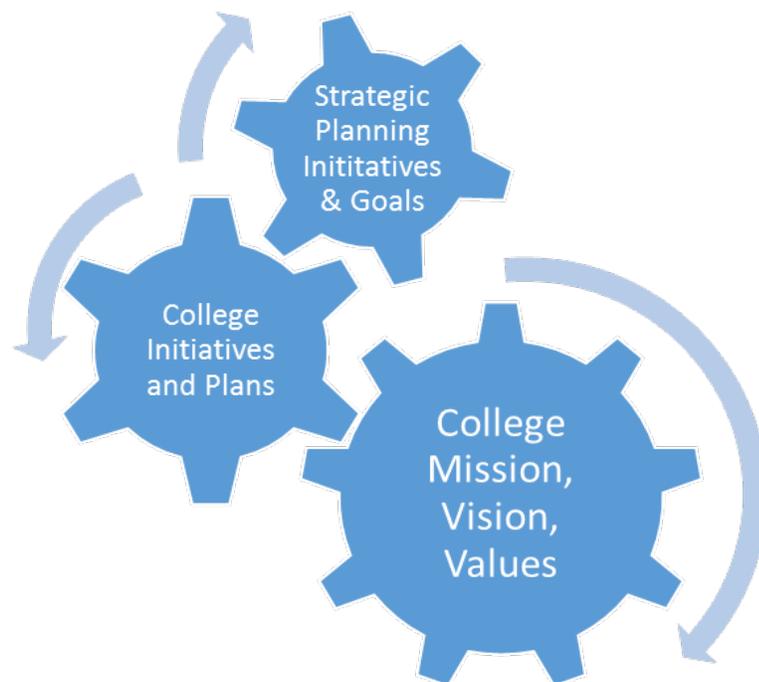
*Associated Student Government President*



# Continuous & Integrated

Beginning in October 2016, Oxnard 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 physical system of evaluation, decision-making and action that shapes and guides the entire organization as it evolves over time and within the community.

As Oxnard College engages in the implementation of the strategic plan, we believe we will continue to meet the needs of our community and our students. While the strategic plan is a five-year plan, each year this plan will be revisited and institutional as well as departmental objectives will be updated to reflect outcomes found during the program review process to meet the needs of our students.



# Strategic Planning

Oxnard College used a comprehensive strategic planning process to create the Oxnard College Strategic Plan. The strategic planning process was designed to answer three basic but very important questions:

1. **What do we need to know?**
2. **How will we get there?**
3. **How will we evaluate success?**

## Step 1

### ***Create a Strategic Planning Steering Committee***

A Strategic Planning Steering Committee (SPSC) was established, 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 Strategic Committee was 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.

## Step 2

### ***Conduct an Environmental Scan***

An environmental scan of the Oxnard College ecosystem was conducted which provided a foundational understanding of Oxnard College's relationship with its internal and external environments.

Information and data included but was not limited to: population by city in Ventura County, Employment Growth, Annual Average Salaries, Salaries by Sector, Projected Top Ten High Demand Jobs and Median Hourly Wage in Ventura County and Cost of Living in Ventura County to name a few.

In addition, ongoing discussions of Oxnard College's demographic, institutional effectiveness and student success data occurred in participatory governance committees and stakeholder meetings.

## Step 3

### ***Solidify Vision & Values***

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. Questions were used as prompts to elicit feedback from those in attendance. The information obtained from the All-College workshop was discussed at length in the Strategic Planning Steering Committee.



## Step 4

### ***Collect Internal & External Feedback***

Oxnard College organized and implemented three separate Charrettes to obtain feedback from the community at-large, college community and students. Consistent themes gathered from these gatherings include the following:

- Business Leaders, Faculty and Staff identified 21<sup>st</sup> Century skills are lacking in new employee recruitment pools (problem solving, critical thinking, team building, leadership, time management, etc.)
- Career Pathways – Positive. Helps assist 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 with regards to a specific area.
- Major roadblocks for Oxnard College students include: work responsibilities, financial difficulties, unrealistic earning expectations post-graduation, unhealthy relationships and time management.
- Students have difficulty navigating the college experience within their first year at Oxnard College and lack knowledge of opportunities, resources, access to technology, career identity, transfer readiness.
- Need for 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 Career Tech Education/Workforce Development to broaden what was formerly called ROP.
- Advocate for an early childhood program so that students are not behind buy third grade and continue to try to “catch-up” through K-12; resulting in underprepared college students.

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# Initiatives

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*The initiatives, formalized by multiple stakeholders serve as the roadmap and provide the focus of future Oxnard College endeavors. All members of the Oxnard College community are charged with contributing to the collective action required to meet these four initiatives:*

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

# Goals

Oxnard College stands committed to the adherence and achievement of its four Initiatives. To promote institution-wide synergy, the development of goals aligned to each initiative assists in providing a pragmatic and distinctive focus to facilitate the designing of institution-wide and department-specific action-oriented objectives.

## **Initiative I: Innovate to achieve equitable and inclusive student success**

### **Goals:**

- I.A. Actively identify current and future students' educational needs.
  - I.B. Improve enrollment management practices.
  - I.C. Accelerate student progression towards completion.
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## **Initiative II: Provide outstanding integrated college programs and services**

### **Goals:**

- II.A. Strengthen the college's responsiveness to student needs.
  - II.B. Focus on quality instruction.
  - II.C. Provide comprehensive student support.
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## **Initiative III: Invest in people, planning, and support structures**

### **Goals:**

- III.A. Enhance recruitment and professional development.
  - III.B. Focus on institutional effectiveness.
  - III.C. Continually refine the college's planning and resource allocation processes.
  - III.D. Optimize organizational support structures.
- 

## **Initiative IV: Actively partner with the community**

### **Goals:**

- IV.A. Enhance awareness and positive perception of the college.
- IV.B. Foster collaborative community relations.
- IV.C. Promote shared resources with educational partners.

# Institutional Objectives

Oxnard College stands committed to the adherence and achievement of its four Initiatives. To promote institution-wide synergy with these Initiatives, the development of goals aligned to each initiative assists in providing a pragmatic and distinctive focus to facilitate the designing of institution-wide and department-specific action-oriented objectives.

OC INSTITUTIONAL OBJECTIVES	OXNARD COLLEGE INITIATIVE & GOALS			
	I	II	III	IV
<p><u>OBJECTIVE 1:</u> Review <i>OC's Participatory Governance process(s)</i> and enhance as needed to maintain compliance with ACCJC and regulatory requirements by end of Spring 2019.</p> <p><u>GENERAL ACTIONS STEPS:</u></p> <ol style="list-style-type: none"> <li>1. Identify the workgroup (Faculty, Classified, Students, Administrators)</li> <li>2. Review current structures, ACCJC standards and regulatory requirements to identify gaps, redundancies and areas for improvement.</li> <li>3. Develop recommendations based on review</li> <li>4. Update the Participatory Governance Manual based on feedback/recommendations</li> </ol>	A	A	B C D	
<p><u>OBJECTIVE 2:</u> Develop and implement multiple <i>Guided Pathways</i> and make them easily accessible for students by 2022.</p> <p><u>GENERAL ACTIONS STEPS:</u></p> <ol style="list-style-type: none"> <li>1. Develop Guided Pathways Work Group to spearhead the Oxnard College's GPS Program</li> <li>2. Department faculty will review their courses, degrees, certificates and awards to identify and develop potential course sequences that can be applied to their programs</li> <li>3. Work Group looks into potential software and professional development opportunities for the college, faculty and staff</li> <li>4. Work Group develops multi-year work plan and shares through PG vetting process</li> <li>5. Begin implementation of Guided Pathways for Success(GPS) at Oxnard College</li> </ol>	A C	A C	A	A B
<p><u>OBJECTIVE 3:</u> Develop and implement an integrated institution-wide <i>Communication Plan</i> by Spring 2020.</p> <p><u>GENERAL ACTIONS STEPS:</u></p> <ol style="list-style-type: none"> <li>1. Develop a workgroup to develop an integrated communication plan.</li> <li>2. Survey the college regarding existing communication needs</li> <li>3. Create the communication plan based on identified needs</li> <li>4. Implement steps associated with communication plan</li> <li>5. Evaluate results for continuous quality improvement and modify as needed.</li> </ol>	A B C	A C	A B D	A B C



## Department Objectives

To support this process, departments used information gleaned from their area-specific program reviews in an effort to address the gaps and/or opportunities for improvement needed to enhance student success and outcomes related to the strategic plan's initiatives and goals.

To ensure that 100 percent of students at Oxnard College are prepared for their next journey, whether it is advancing their degrees or obtaining a career, we have high expectations for every student and provide them with a quality education-career pathway, resulting in a rigorous and comprehensive learning experience.

DEPARTMENT	OBJECTIVES	ACTION STEPS
<b>ADMISSIONS &amp; RECORDS</b>	1. Starting in Fall 2019, increase by 20% over annual baseline until 100% of the dual enrollment students register using the new online process.	a) Continue to work with IT to develop an on-line registration process for dual enrollment students. b) Update the website, forms and instructions to ensure dual enrollment students are aware of the new process. c) Train staff and high school counselors. d) Train college at-large to include outreach staff

DEPARTMENT	OBJECTIVES	ACTION STEPS
<b>ASSOCIATED STUDENT GOVERNMENT (ASG)</b>	2. The Student Activities Office will tailor programming to student needs by planning and executing activities to engage more students on campus. 3. Student leaders will participate in shared governance meetings to represent student interest.	a) Train student leaders to conduct listening campaigns and accurately represent student interest in the proper venues. b) Student leaders will report meeting participation and findings with the student government through their weekly meetings on campus. c) Increase student representation and active participation in shared governance committee meetings.
<b>ASSESSMENT</b>	4. Enhance student placement process(s) into Math and English courses by incorporating multiple measures as well as assessment tests where appropriate by Fall 2018. 5. 100% of students that seek assessment assistance will be informed of multiple measures and its function to determine initial course placement. 6. 100% of students who complete an assessment will know and be able to identify their Math, English, ESL, and Spanish course placement. 7. 100% of students who take an assessment will know what requirements they are missing and what they need to do to complete them.	a) Inform students of multiple measures to determine placement in Math and English courses. b) Present and provide assessment test results to each student who completes an assessment. c) Inform students on SSSP requirements and what still needs to be completed. d) Update assessment website and printed materials related to assessment to inform about multiple measures. e) Train staff and student workers on accurate multiple measures information. f) Train student workers on proper course placements based on assessment test scores. g) Give printed copies of assessment scores and course placement materials to students who have completed an assessment. h) On employee portal, check and review SSSP Checklist with students who complete and assessment test. i) Provide students with a list of campus resources, locations, and contact information in order to complete their SSSP requirements.
<b>AUTO TECH &amp; AUTO BODY</b>	8. Keep current with industry standard cutting-edge technology by achieving certification in A1 Engine Repair & A3 Manual Transmission & Drive Train by next full certification in 2023. 9. Continue to grow enrollment yearly in AT & AB by documenting & analyzing enrollment to assess growth.	a) Maintain National Automotive Technician Educational Foundation (NATEF) certification in 6 of 8 main categories and work towards NATEF certification in remaining 2 main categories as well as Mechanical Light Repair. b) Institute an Alternative Fuel Technology course/program. c) Have all of the instructors certified in NATEF Maintenance & Light Repair by NATEF Mid-Term Inspection by midyear of 2020 a) Continue our aggressive outreach program with local High Schools, Middle Schools, and Elementary Schools. b) Actively recruit & hire needed highly qualified adjuncts and full time instructors. c) Continue to request a full time classified position for tool distribution & security.
<b>CALWORKS</b>	10. Each CalWORKs students will understand the requirements for certificate, associate degrees and/or transfer as it relates to their Welfare-to-Work plan after attending counseling session	a) Work with Institutional Effectiveness Division to create a Pre and Post Student Survey in which the results are analyzed. b) Prior to and after the CalWORKs student meets with a CalWORKs Counselor, the student will be asked to complete a pre and post survey c) The student's survey will then be collected and inputted into a data base where the results can be measured.
<b>COUNSELING</b>	11. Increase the number of students that have a completed comprehensive educational plan (CEP)	a) Work with the financial aid office to identify the approximately 3,000 PELL Grant recipients that currently do not have a CEP. b) Contact students via email and phone calls to make appointments to meet with a counselor and complete CEP. c) Collaborate with Instructional faculty to identify students lacking a CEP.
<b>CUSTODIAL</b>	12. Improve the sanitation and cleanliness of campus facilities to create a positive perception of the college by the end of June 2019.	a) Complete weekly inspection of buildings (including classrooms and offices) and restrooms. b) Provide timely feedback to custodians and continue to monitor progress. c) Hold monthly job and safety training of custodians. d) Measure improvements in perception through annual Business Services Survey, and compare results to prior year surveys.

DEPARTMENT	OBJECTIVES	ACTION STEPS
<b>DENTAL ASSISTING</b>	13. To convert the dental assisting program to an accredited Registered Dental Assisting program over the next 3-5 years	<ul style="list-style-type: none"> <li>a) Identify the staffing, faculty requirements, equipment, and application costs associated with accreditation requirements.</li> <li>b) Work with Curriculum Tech/ Articulation advisory group to develop program</li> <li>c) Find regional workforce data</li> <li>d) Work through Curriculum Committee</li> <li>e) Hire faculty</li> </ul>
<b>DENTAL HYGIENE</b>	14. Over the next year to include a materials fee for DH R011, DH R015, DH R020, and DH R023 to divide and incorporate the instrument issue costs in order for students to be eligible for financial aid to assist in covering the costs.	<ul style="list-style-type: none"> <li>a) Submit DH R011, DH R015, DH R020, and DH R023 to the curriculum committee for non-substantive changes to reinstate a materials fee that would cover the armamentarium necessary for each specific course.</li> </ul>
<b>DISABLED STUDENTS PROGRAMS AND SERVICES (DSPS)</b>	15) Create a Learning Skills (LS) Proficiency Award by the end of Spring 2019 aiming to teach students the basic skills to be successful in their community college courses or job search.	<ul style="list-style-type: none"> <li>a) In Fall 2018, create SLO's and a pathway of courses to meet proficiency and requirements.</li> <li>b) In Fall 2018, share plans with Academic Senate and Counseling.</li> <li>c) During Spring 2019, promote LS Award to student body through advisement.</li> <li>d) During Spring 2019, place information on website and catalog.</li> </ul>
<b>EMERGENCY MEDICAL TECHNICIAN (EMT)</b>	<p>16) Offer non-credit AHA CPR courses to EMT, Dental &amp; Nursing students prior to each semester by Spring 2020. (This is a requisite for these courses. Additionally, offered to maintain their licenses for employment.)</p> <p>17) Offer late start Emergency Medical Responder course. Approximately 20-30 students per semester are not successful in completing the rigors of the 8 Unit EMT Course.</p>	<ul style="list-style-type: none"> <li>a) Create &amp; submit to Curriculum Committee for approval. Check with Faculty availability and with Dean to add it to the schedule</li> <li>b) Align certified current and prospective CPR instructors with Ventura County medical Center AHA CPR Training Center</li> <li>c) Notify the district Dental, EMT programs, and Nursing programs.</li> <li>d) Community marketing efforts</li> </ul> <p>a) Work with Faculty and Dean to add it to the schedule</p>
<b>EXTENDED OPPORTUNITY PROGRAMS AND SERVICES (EOPS)</b>	18) 60%, EOPS will see a 5% increase in student' compliance with mandated EOPS 'contacts' of 3 visits or more with a counselor to include the development of a Comprehensive Educational Plan at the completion of each term.	<ul style="list-style-type: none"> <li>a) Ensure appointment and walk-in schedules reflect availability for counseling visit on Grades First.</li> <li>b) Ensure Counseling schedules are current and updated; incorporating meetings, in-services, flex days, conference days, district and college dates as well as EOPS events.</li> <li>c) EOPS/CARE technicians will review monthly reports from Degree Works and Grades First to track contacts (visits) and educational planning.</li> <li>d) Conduct orientations for both new and continuing students reviewing Mutual Responsibility Contract.</li> </ul>
<b>FINANCIAL AID</b>	<p>19) By the end of 2018-2019 academic year, increase by 20% the number of students that qualify for the *California Community College Completion Grant.</p> <p>*The Community College Completion Grant is designed to encourage faster completion of the students' degree or certificate program. Students must attend 15 units per term.</p>	<ul style="list-style-type: none"> <li>a) The Financial Aid Department will work the Counseling Department to ensure that all first year Cal Grant recipients receive a Comprehensive Student Education Plan by the end of fall 2018 semester.</li> <li>b) Track students to make sure they are meeting pace and satisfactory academic progress to complete their educational objective. (30 units per academic year)</li> </ul>
<b>FIRE ACADEMY</b>	20) A. Offer programs creating multiple pathways for entry level employment to the fire service.	<ul style="list-style-type: none"> <li>a) Continue to deliver training academies for Firefighter 1, Wildland Fire Control and Ocean Lifeguard consistent with State Fire Training, the National Wildland Coordinating Group and the United States Lifeguard Association guidelines for graduated certification.</li> <li>b) Recruit highly qualified subject matter experts to deliver the training.</li> </ul>

DEPARTMENT	OBJECTIVES	ACTION STEPS
<b>FIRE ACADEMY (CONT.)</b>		<ul style="list-style-type: none"> <li>c) Foster relationships with surrounding emergency response agencies training on academy grounds.</li> <li>d) Listen and react in a positive manner to agency reach out efforts to fill voids in emergency response education locally.</li> <li>e) Organize the efforts of all OC Public Safety academies to meet community service needs related to academy operations.</li> <li>f) Align professional experts to the academy matching their subject matter expertise.</li> <li>g) Initiate and maintain open dialog with surrounding agencies to include simultaneous independent training in close proximity on regional training grounds.</li> <li>h) Work with the local coastal agencies to promote and deliver a regional lifeguard academy in the waters of Ventura harbor and coastline.</li> <li>i) Utilize battalion community service assignments to accomplish labor-intensive community projects required for instruction</li> <li>j) Introduce academy battalion members to fire agency duty personnel during shared resource and community service projects to open dialog for mentoring.</li> </ul>
<b>FISCAL SERVICES</b>	21) Budget managers will align their budgets at least twice yearly by the end of June, 2019.	<ul style="list-style-type: none"> <li>a) Determine faculty and staff to meet with by the end of the first quarter (by the end of September, 2018).</li> <li>b) Schedule meetings during the Fall 2018 and Spring 2019 semesters.</li> <li>c) Review budgetary plans, expenditure trends, and known future expense needs with each budget manager.</li> <li>d) Track meeting completion, budget manager next steps, and fiscal services next steps for follow-up at future meetings.</li> </ul>
<b>GROUNDS</b>	<p>22) Enhance six planters around the college to make the campus more aesthetically pleasing to our faculty, students, staff and community by the end of June, 2019.</p> <p>23) Convert existing sprinklers to drip irrigation in six locations on campus to promote water conservation by the end of June, 2019.</p>	<ul style="list-style-type: none"> <li>a) Plan new landscapes (planters) including time, materials, and labor considerations.</li> <li>b) Landscape or enhance at least one planter every two months during the academic year 2018-2019.</li> <li>c) Document progress and changes by taking pictures before and after planter enhancement.</li> </ul> <ul style="list-style-type: none"> <li>a) Evaluate and determine the type of drip irrigation to use for each particular area.</li> <li>b) Install drip conversions coinciding with new landscaping when possible. Regular installations will be every two months, or as appropriate.</li> <li>c) Document impact of changes by measuring gallons of water used and comparing usage with previous year's usage.</li> <li>d) Promote successful water savings information through appropriate communications channels.</li> </ul>
<b>HEALTH EDUCATION</b>	24) Provide a Physical Therapist Assistant-AA-S degree by Spring 2020 (Strong Workforce Initiative)	<ul style="list-style-type: none"> <li>a) Collaborate with an advisory group to create the PTA AA-S for students to pursue AA-S in the PTA</li> <li>b) In coordination with CTE's Strong Workforce Initiative, funding will be available without reducing programs within the division</li> <li>c) Process curriculum through the Curriculum Committee and create AA-S degree</li> <li>d) Market degree and offer (integrate campus Institution-wide Communication Initiative)</li> </ul>
<b>AIR CONDITIONING AND REFRIGERATION (HVAC/R)</b>	25) Expand participation and work scope opportunities for the live lab activities in order to offer students HVAC/R work experience on campus by the end of Spring 2019.	<ul style="list-style-type: none"> <li>a) Work with M&amp;O to identify and expand the list of tasks that students are assigned to do during the Fall 2018.</li> <li>b) In Fall 2018, identify the possibility of offering the live lab as an alternative to the existing 'in class' lab based on expanded opportunities identified with M&amp;O.</li> <li>c) Implement/offer expanded live lab in Spring 2019.</li> <li>d) Explore other options for expanded work-based training for students such as campus internships etc.</li> </ul>
<b>INTERCOLLEGIATE ATHLETICS</b>	26) Identify a counselor who will coordinate student support and academic support services to impact and increase student-athlete transfer rates by 1% annually.	<ul style="list-style-type: none"> <li>a) Coordinate student-athletes who are identified as "at-risk" (D's or F's) to attend mandatory tutoring for specific academic help</li> <li>b) Coordinate with student services staff and counseling faculty to audit transcripts to update SEP's for graduation and eligibility advice</li> <li>c) Coordinate with the writing and reading center faculty and tutorial center staff to provide academic support services to athletes</li> <li>d) Market athletes through the use of media and satisfactory academic progress to four-year programs</li> </ul>

DEPARTMENT	OBJECTIVES	ACTION STEPS
<b>INFORMATION TECHNOLOGY (IT)</b>	<p>27) Form a Technology Task Force by the end of academic year 18/19 with active membership and participation from faculty, staff and students to assist in the prioritization and allocation of technology refresh funds and projects.</p> <p>28) Refine the technology resource allocation process based upon an accurate and up-to-date hardware inventory to be reviewed and prioritized by the technology task force by the end of academic year 18/19.</p>	<p>a) Work with the President to write a charge for the Technology Task Force</p> <p>b) Schedule monthly meetings throughout the year</p> <p>c) Reach out to Academic, Classified Senate and ASG for participation and membership</p> <p>a) Update and validate the computer inventory script and method</p> <p>b) Create a baseline for minimum supported computer hardware environment</p> <p>c) Update the computer fleet to be in compliance with the baseline of supported hardware</p> <p>d) Measure resource usage to confirm that resources (computer devices) are not over or under provisioned.</p>
<b>LETTERS</b>	<p>29) Increase affordable or free options for students' use of instructional materials. Measure its impact and effectiveness via CSLOs and departmental discussion.</p> <p>30) Develop a Certificate of Achievement in ASL to occur in the 2018-19 Academic Year.</p>	<p>a) Examine existing OER materials for adoption.</p> <p>b) Expand and maintain lending library materials</p> <p>c) Collaborate with others to fund and provide resources</p> <p>a) Collaborate with Curriculum Tech and Articulation about Certificates of Achievement</p> <p>b) Find regional workforce data for COA plan</p> <p>c) Develop a plan</p> <p>d) Work through Curriculum Committee to create COA</p>
<b>LIBRARY CIRCULATION</b>	<p>31) All student aides will continue to receive training at the start of every semester in areas that are covered at the Circulation desk to provide service for students, staff and faculty.</p> <p>32) Circulation desk will be staffed during hours of operation to ensure patrons are provided the service and materials they need to accomplish their task. Hours vary depending on semester.</p>	<p>a) Library staff will schedule training every semester to present updates on the Circulation system and train newly hired student aides.</p> <p>b) Library staff will emphasize training in all areas where students require the most support to achieve academic success, (eg. Canvas, Microsoft Suite, student portals, Email, etc.)</p> <p>c) Review and update Circulation training manual annually every summer.</p> <p>a) Library staff will monitor intake forms and identify where additional staffing, reserve books and other services are needed.</p> <p>b) Usage will be monitored by the library staff and changes will be made depending on foot traffic and need for library materials and services.</p>
<b>LIBRARY REFERENCE &amp; INSTRUCTION</b>	<p>33) Students who receive library instruction will be able to identify Library resources available in person and online.</p> <p>34) Students who receive reference assistance in person will be able to identify Library resources available in person and online.</p>	<p>a) Surveys will be administered pre- and post-library instruction lectures to determine whether and by how much students are learning by lecture/lab contact with librarians.</p> <p>b) Results of these surveys will be analyzed by librarians and incorporated into program review, Program Effectiveness Planning Reports and accreditation documents.</p> <p>a) A combination of paper and online user satisfaction surveys will be administered to students who ask for librarian assistance at the reference desk and/or via online communication.</p> <p>b) Results of these surveys will be analyzed by librarians and incorporated into program review, Program Effectiveness Planning Reports and accreditation documents.</p>
<b>MAINTENANCE AND OPERATIONS (M &amp; O)</b>	<p>35) Increase LED lighting by 15% by 2019 in accordance with Prop 39</p>	<p>a) Monthly review and number of maintenance requests pertaining to lighting issues</p> <p>b) Monitor kilowatt usage on campus</p> <p>c) Continue to monitor the amount of labor hours and material hours spent on the maintenance of the Prop 39 lighting retrofit</p> <p>d) Replace LED lighting as needed, as funding permits.</p>

DEPARTMENT	OBJECTIVES	ACTION STEPS
<b>MATH</b>	<p>"AB 705 requires community college districts to maximize the probability that a student will enter and complete transfer-level coursework in math and English within a one-year timeframe...."</p> <p>36) The Math Department will be reviewing and modifying course offerings to enable students to achieve their educational goals per AB 705.</p>	<p>a) Department members attend various workshop/information sessions (College of the Canyons, El Camino College, and Cuyamaca College) to learn more about AB 705 and the California Acceleration Project (CAP).</p> <p>b) Faculty members will propose and discuss new curriculum (Math R005 and Math R015), pathways, and support mechanisms (co-requisite courses) for students to accelerate toward completion.</p> <p>c) Develop and submit proposed courses to the Curriculum Committee in Spring 2018.</p> <p>d) Implement new curriculum for 2019/2020 academic year.</p>
<b>OUTREACH</b>	<p>37) The Oxnard College Student Success and Support Program (Outreach) will aim to increase OUHSD student enrollment by 5% utilizing the Fall 2017 baseline data by late start census in Fall 2018.</p> <p>38) Increase the number of new OUHSD students who complete each SSSP requirements (Orientation, Abbreviated Educational Plan, and Assessment) by 5% from Fall 2017 by the beginning of Fall 2018.</p>	<p>a) The outreach team will visit each service area high school campus at least one time during the Fall semester and at least one time during the spring semester.</p> <p>b) During on campus visits students will complete application for admission, application for OC promise, Portal set up, Dual enrollment packet, Application FYE program.</p> <p>c) Students, parents, and high school staff will be given a general presentation by the OC outreach team.</p> <p>a) Host Oxnard College events including OC Friday's, OC Night's, Priority Registration Days, In – Person orientation, and CondorFest.</p>
<b>PHYSICAL EDUCATION</b>	<p>39) Market and offer newly created COA for Fitness Trainer and implement by Fall 2018.</p>	<p>a) Hire a part-time faculty member for the additional two PE classes required in the Certificate</p> <p>b) Advertise the program through internal/external sources (integrate the campus institution-wide communication initiative)</p> <p>c) Promote the COA to existing PE/HED/ICA students</p> <p>d) Meet with the Counseling Department Faculty to promote the newly created COA for Fitness Trainer</p>
<b>POLICE SERVICES</b>	<p>40) Increase OC police participation in campus events by 50%, annually. Currently Campus Police participates in approximately 2 events per year, and we would like to increase this to 3-4 events per year.</p>	<p>a) Participate in college events via tabling to showcase services provided by campus police.</p> <p>b) Increase foot and bike patrols to enhance police presence on campus.</p>
<b>SCIENCE</b>	<p>41) Develop AS-T for Environmental Science for the 2019-20 Catalog Year.</p> <p>42) Develop local AS Pre Health Care Professionals degree based on C-ID model curriculum for Nursing for 2019-20 Catalog Year.</p> <p>43) Revise existing Science departmental degree worksheets to clarify sequence of courses for completion of degree pathway by Fall 2018.</p>	<p>a) Use AS-T framework to develop Environmental Science degree in Spring 2018</p> <p>b) Submit degree to Curriculum in Spring 2018.</p> <p>c) Create "course pathway handout/worksheet" to clarify sequence of courses for students that is in alignment with the degree pathway</p> <p>a) Use C-ID model curriculum for nursing framework to develop local degree during Spring or Summer 2018.</p> <p>b) Submit degree to Curriculum in Fall 2018.</p> <p>c) Create "course pathway handout/worksheet" to clarify sequence of courses for students that is in alignment with the degree pathway</p> <p>a) Review existing degree worksheet tables to go by semester instead of class (for core courses) in Fall 2018.</p> <p>b) Check with discipline faculty that semester plan is correct during department meeting in Fall 2018.</p> <p>c) Discuss with discipline faculty IGETC and CSU-GE classes that might be recommended as part of degree or how to include in with semester plan at department meeting in Spring 2018.</p> <p>d) Review with counselors and Guided Pathways group regarding clarity of worksheet for use by Spring 2018.</p> <p>e) Revise as needed and distribute during Fall 2019.</p>

DEPARTMENT	OBJECTIVES	ACTION STEPS
<b>SOCIAL SCIENCE</b>	<p>44) The Social Science Department will seek to increase retention and student success results by at least 1% in courses across all disciplines.</p> <p>45) Social Science Department will support students multiple pathways to success</p>	<p>a) Social science faculty will utilize Early Alert system and Canvas to notify students/counseling if students are in danger of being dropped early in the semester.</p> <p>b) Social science faculty will create and grade assignments early in the semester to increase student accountability in order to increase student accountability.</p> <p>c) Social Science faculty will use department meetings as a place where ideas can be exchanged regarding strategies for keeping students enrolled.</p> <p>d) Social Science faculty will actively recommend and utilize tutoring services to help students adjust to course expectations and assignments.</p> <p>a) Social science faculty will prioritize coordinating, promoting, and scheduling offerings that will lead to timely completion of degrees and certificates. This will include a clearly planned schedule for program course offerings.</p> <p>b) Social science faculty will support initiatives such a proposed honors program that will grow the numbers of transfer students in our disciplines by offering honors sections of relevant classes.</p> <p>c) Social science faculty will actively discuss future plans and offerings for interdisciplinary programs such as IDS, SJS,</p>
<b>STUDENT BUSINESS OFFICE</b>	<p>46) To have an error rate of less than 2%, in the posting of transactions at the SBO during fiscal year 2018/2019.</p> <p>47) To ensure that change bags are available on a timely basis, and funds provided are sufficient (both in total amount, and in denominations) to support campus events during fiscal year 2018/2019.</p>	<p>a) Analyze account numbers at the time of deposit, and audit past deposits monthly to ensure accuracy, ultimately leading to accurate financial reporting.</p> <p>b) Make corrections as needed, and file corrections in SBO files.</p> <p>c) Post memos in office regarding frequently used account numbers, stating the correct accounts to use.</p> <p>d) To ensure funds processed on a daily basis at the SBO are credited to the correct revenue accounts.</p> <p>a) Survey Monkey to be developed and sent to each department requiring cash bags for events.</p> <p>b) Quarterly reports based on survey, to be run and analyzed, and filed in SBO files.</p> <p>c) Audit and correct any needs for improvement based on survey results.</p>
<b>STUDENT HEALTH CENTER</b>	<p>48) Twenty percent of OC students (n=1,400) will subscribe to Student Health 101 by Spring 2019.</p> <p>49) Eighty percent of the students who utilize Student Health 101 will report that they will apply what they have learned. Data will be collected from monthly usage reports provided by Student Health 101</p>	<p>a) Promote Student Health 101 through orientation and classroom outreach.</p> <p>b) Work with marketing to develop effect marketing strategies.</p> <p>a) Usage reports are available on the health center's Student Health 101 portal</p>
<b>TRANSITIONAL STUDIES</b>	<p>50) The Transitional Studies Department will develop multiple pathways that will allow students to successfully complete their English requirements while complying with the language in AB 705 by spring 2019</p>	<p>a) Collaborate with Letters Department, Counseling, Student Services and OUHSD</p> <p>b) Collaborate with Writing Reading Center and Tutorial program for support services</p> <p>c) Identify ways in which OC can help our community members acquire the language skills they seek through Oxnard Adult School, Oxnard Union High School District, and/or community-based organizations</p> <p>d) Provide outreach and students services to students in the OUHSD, Adult Education, and community-based organizations ELD/ESL programs for successful enrollment in OC's credit program (start Spring 2018 for fall 2018)</p> <p>e) Provide transitional pathway from Adult Ed, OUHSD through non-credit coursework</p> <p>f) Provide outreach and students services to students in the non-credit program for smooth transition to credit program (Spring and Fall 2019)</p> <p>g) Curriculum redesign to help students successfully complete their English requirements while complying with the language in AB 705.</p> <p>h) Develop a flow chart delineating pathways (spring/'18 for fall 2018)</p>

DEPARTMENT	OBJECTIVES	ACTION STEPS
<b>TRANSITIONAL STUDIES (CONT.)</b>		<ul style="list-style-type: none"> <li>i) Identify and contact individuals involved with ESL/basic English in the high schools and community-based organization and form an ESL Consortium. Spring 2018</li> <li>j) Plan and organize English language services in our community with members of the consortium. Spring 2018 – Fall 2019</li> <li>k) Work with Student Services to develop and provide systemic outreach practices for ESL and basic skills students.</li> <li>l) Develop 3 enhanced non-credit ESL curriculum (Spring 2018)</li> <li>m) Curriculum approval process (local and state) Spring 2018-Spring 2019</li> <li>n) Offer enhanced non-credit ESL courses (Fall 2019)</li> <li>o) Work with Student Services to develop and provide systemic outreach practices for ESL and basic skills students.</li> <li>p) Compress courses: ESL 54 and 64 became ESL 65 (fall 2016) ESL 44 and 46 will become ESL 48 in fall 2019.</li> <li>q) Starting fall 2018, ENGL 75, 77, 85, and 87 will be co-listed with ESL to give second language learners 3 years to complete their English requirements according to the language in AB 705.</li> <li>r) Work with Transitional English faculty and division dean to develop a flow chart (Spring 2018) to include curricular changes for fall 2018.</li> <li>s) Revise the flowchart for fall 2019 to include new compressed course and enhanced non-credit ESL courses.</li> </ul>
<b>TUTORING</b>	<p>51) All tutors will receive regular training developed by the Tutorial Services Specialist II in conjunction with writing and reading center faculty, content faculty and the dean of the Library. Training will be conducted every semester to ensure they are prepared to meet the needs the students</p> <p>52) Usage data will be tracked and monitored monthly to ensure tutors are available during peak times for students.</p>	<ul style="list-style-type: none"> <li>a) Tutorial Services Specialist will gather up-to-date tutor training information to present to OC tutors.</li> <li>b) Tutorial Services Specialist will meet with tutors 2-3 times per semester to deliver training components/modules</li> <li>c) Tutorial Services Specialist will survey students throughout the semester to identify areas of potential improvement (through training).</li> <li>a) Tutorial Services Specialist will identify and implement tracking software and work with tutors to ensure students are checking-in and out</li> <li>b) Identify data to be collected</li> <li>c) Data will be downloaded monthly and evaluated by Tutorial Services Specialist</li> <li>d) Create a dashboard via assistance from I.E. for tracking</li> <li>e) After evaluating monthly usage data, Tutorial Services Specialist will make appropriate scheduling changes if necessary</li> </ul>
<b>VISUAL PERFORMING ARTS</b>	<p>53) The Visual and Performing Arts (VPA) department will increase enrollment in all performance classes by 3% by Spring 2019.</p> <p>54) The Visual and Performing Arts (VPA) department will increase retention in all performance classes by 3% by the Spring of 2019.</p> <p>55) Communication Studies, part of the Visual and Performing Arts (VPA) department, will have 15% of the COMM R101 classes with OERs in the classroom by the Spring of 2019.</p>	<ul style="list-style-type: none"> <li>a) Put on a VPA showcase for the college in May 2018 that highlights all of the performance classes.</li> <li>b) 2. Continue to do face-to-face outreach at Oxnard high schools.</li> <li>c) 3. Use social media more to promote the arts at OC.</li> <li>a) VPA faculty will engage in professional development activities including collaboration with CSUCI Project Alas to highlight high impact practices in the classroom.</li> <li>b) 2. VPA faculty will use department meetings as a place of dialogue for keeping students enrolled and thriving.</li> <li>c) 3. VPA faculty will implement progress reports in their classes by using the Early Alert system.</li> <li>a) Communication Studies will put together final OER for COMM R101.</li> <li>b) 2. Communication Studies faculty will begin vetting their OER in the Spring 2018 and Fall 2018 semesters.</li> <li>c) 3. Communication Studies faculty will seek feedback on the OER from OC students.</li> <li>d) Revise OER and use, as appropriate</li> </ul>
<b>VP STUDENT DEVELOPMENT</b>	<p>56) Develop a second-year Promise Program by May of 2019.</p>	<ul style="list-style-type: none"> <li>a) Meet with OC Foundation for funding and approval of eligibility criteria. Present to shared participatory governance committees on campus.</li> </ul>

DEPARTMENT	OBJECTIVES	ACTION STEPS
<b>VP STUDENT DEVELOPMENT (CONT.)</b>		<ul style="list-style-type: none"> <li>b) Review of AB 19 for the direction of California Promise</li> <li>c) Develop marketing material</li> <li>d) Establish meetings to develop outreach calendar, on-boarding process, orientation, and services</li> <li>e) Implement FYE events and services to help improve retention</li> <li>f) Create planning meetings to implement Guided Pathways</li> <li>g) Integrate into counseling services to encourage Promise students to enroll in 15 units for the completion funds through financial aid (eligible students)</li> </ul>
<b>WELCOME CENTER</b>	<p>57) Provide an online resource for community/schools to request a campus tour (year-round)</p> <p>58) All prospective students that participate in a campus tour will be informed of academic and support services on campus and 100% will be able to identify at least two academic programs and two support service programs in response to a survey given at the end of each tour (year-round and for each tour)</p> <p>59) 100% of individuals that contact the Welcome Center will be assisted or directed accurately to meet their need(s)</p>	<ul style="list-style-type: none"> <li>a) Create a shorter url to the tour request form (March)</li> <li>b) Create marketing (postcards, posters, online banners, etc) to direct people, community and schools to the form (March)</li> <li>c) Direct phone call requests to the online form (ongoing)</li> <li>d) Inform Staff and student workers on the process to request tours (ongoing)</li> </ul> <ul style="list-style-type: none"> <li>a) Create and maintain list of academic and support services</li> <li>b) Provide a campus tour that includes both academic and support services through presentations and printed material (ongoing)</li> <li>c) Survey each prospective student at the end of the tour and ask if they can identify at least two academic services and two support services available on campus</li> </ul> <ul style="list-style-type: none"> <li>a) Train student workers on available campus resources (ongoing)</li> <li>b) Create referral cards for counseling (and other high traffic areas) (March)</li> <li>c) Work closely with student services to be aware of programs/events (ongoing)</li> </ul>
<b>WRITING READING CENTER</b>	<p>60) Through use of multiple modalities, students completing WRC study skills workshops will be able to identify at least three study skills that they learned and will implement independently moving forward, starting Fall 2018</p> <p>61. Every semester the WRC faculty will review student usage data including days of the week, time of day, and number of visits and maintain a student satisfaction rating of at least 80%</p>	<ul style="list-style-type: none"> <li>a) WRC faculty will conduct classroom visits to inform and encourage students about WRC programs and services.</li> <li>b) WRC faculty will design, create, and facilitate weekly FTF study skills workshops to supplement classroom learning topics and success strategies to promote and facilitate student academic progress.</li> <li>c) WRC faculty will ensure that study skills workshops address diverse student learning styles, implementing visual, auditory, and kinesthetic methods.</li> <li>d) WRC faculty will provide assessment through workshop student activities and metacognitive reflections to enhance student learning and comprehension of workshop topics and materials.</li> <li>e) WRC faculty will include on-line adaptations of workshops to address the needs of diverse student population, including distance learning.</li> <li>f) WRC faculty will create feedback survey that students will be required to complete at the end of each session. Students will be asked to identify three study skills they learned and will implement along with other feedback questions.</li> <li>g) Peer tutors will be trained in best practices of tutoring following CRLA Certification Standards</li> <li>h) Through professional development opportunities and research on best practices in writing and reading center tutoring, WRC faculty will create tutor training sessions to present to WRC tutors.</li> <li>i) WRC faculty will meet with tutors 7-8 times per semester to deliver training workshops.</li> </ul> <ul style="list-style-type: none"> <li>a) WRC faculty will survey students throughout the semester to identify areas of potential improvement and address these areas during training workshops.</li> <li>b) WRC faculty will identify and implement tracking software and work with tutors to ensure students are checking in and out.</li> </ul>

DEPARTMENT	OBJECTIVES	ACTION STEPS
<p><b>WRITING READING CENTER (CONT.)</b></p>		<ul style="list-style-type: none"> <li>c) Data will be downloaded monthly and evaluated by WRC faculty.</li> <li>d) After evaluating monthly usage data, WRC faculty will make appropriate scheduling changes if necessary to ensure that students are being helped in a timely manner.</li> <li>e) WRC faculty will create feedback survey that students will be asked to after receiving WRC services. Students will be asked to identify multiple feedback questions including whether or not they received services in a timely fashion.</li> </ul>

# Next Steps

A successful strategic plan does not end with the publication of this document. Implementation requires the ability to operationalize each element across the college. During the strategic planning process, the Strategic Planning Steering Committee discussed deployment strategies. Additional specific implementation plans will include the objective, deliverables, assigned responsible parties and timelines.

The Oxnard Strategic Plan will require bi-annual updates to ensure alignment and adherence to the foundation (Mission, Vision, Values), and the integration for the Education Master Plan which is due to be revised in 2019. The strategic plan will continue to evolve as the process continues and the work is planned, implemented and evaluated.





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