OXNARD COLLEGE
Educational Master Plan

July 13, 2004

Oxnard College

Educational Master Plan

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Educational Master Plan

Introduction

A relevant and well-founded Educational Master Plan requires a synthesis of the institution's mission and vision with sound information about enrollment projections, demographics of the communities to be served and employment trends. These plans are clustered in four categories: Business Services, Governance, Instruction, and Student Support. Finally, the document is completed in *section1* with an Executive Summary. In *section 2* of this document, the comprehensive statements of Oxnard College's mission, vision, core values and strategic goals are provided (printed). Members of the college community are encouraged to use these statements to inspire and guide their planning activities and program reviews. *Section 3* offers a statistical summary and projection of enrollment trends for the college as a whole and for each instructional subject area. These data, prepared by the Office of Institutional Research, were used to shape a shared understanding of how Oxnard College must develop its programs and facilities. The plans for every area of college activity are presented in *section 4*.

Oxnard College takes very seriously its role in responding to the needs of the constituents it serves, primarily in the communities of Oxnard, Port Hueneme, and Camarillo. The faculty, staff, and administration realize that future programs cannot be based merely on past successes. Rather, strategies must be developed to meet current and future needs. By utilizing a unit planning process, strategies are developed on a three-year cycle with annual reviews and updates in the intervening years. Additionally, the college's program review process provides information and materials from which the Educational Master Plan may be developed. The Educational and Facilities Master Plans link to the Strategic Plan, and all plans link to the budgeting process.

Analysis of the college's changing internal and external environment, assessment of community and student needs, and measurement of effectiveness in meeting those needs form the basis for institutional planning. Put simply, the college asks itself where it is now and where it wants to be. Based on the answers to these questions, it sets a course and identifies the means to measure when it has reached its destination. The Strategic Plan becomes the agreed-upon road map.

The college exists in an ever-changing environment that must be accommodated in any planning process. With every annual funding cycle and legislative session, state and federal priorities can change. The local community is dynamic and technological development is moving at a rapid pace. Thus, an underlying assumption is that the planning process will be modified and adjusted to reflect changing needs.

The first step in the college's new planning process was actually a district-wide activity. The development of the Futures Forum was an initial step in improving the quality of planning at all four sites in the district – the District Service Center, Moorpark College, Ventura College, and Oxnard College. Futures Forum representatives developed a district-wide planning process that

integrates planning activities from the four sites. Pre-planning consists of environmental scanning and identifying critical issues for the local site, followed by the development of strategic goals to address those issues. Futures Forum also developed a set of core values to guide district employees in their work, and key performance indicators to guide the assessment of performance.

In the fall of 1999, all college planning councils were asked to join Futures Forum representatives in the district-wide planning process. At that time, the Oxnard College Council also assumed the role of the Planning Steering Committee for the college. The Council designed the college's planning process, invited participants to serve on the internal and external scanning teams, and recommended and recruited individuals to join them on the planning team. Those individuals were then invited by the President to attend a two-day planning retreat. An open invitation to all staff was also circulated for the purpose of soliciting volunteers to join the planning team. Community representatives were also invited to serve. Over 100 faculty, staff, students, managers, and community members participated. Input was solicited from both day and evening faculty and staff to ensure campus-wide representation.

On November 30, 1999, the internal and external scanning teams were trained in the process of environmental scanning. The next four months were spent gathering data and preparing written reports for the planning team's review. The external scanning team gathered data regarding trends and their potential impact on the college in six areas: technology, education, economic, political, social, and demographic. The internal scanning team reviewed the areas of enrollment and access, student outcomes, finances, facilities, student services, and organizational structure.

The entire planning team engaged in a two-day retreat on April 6-7, 2000, the purpose of which was to determine core values, develop the new mission and vision statements for the college, review the environmental scan, and identify critical issues. This retreat was followed by another day-long activity during which strategic goals were developed and key performance indicators suggested.

Beginning in Fall 2000 (and annually thereafter) all divisions and units were called upon to determine how they could assist in the accomplishment of the college's goals. Representatives were trained in action planning, after which each unit develops measurable priority objectives, action plans, and budgets. It is at this stage that the plan becomes operational. This Educational Master Plan incorporates the results of unit planning and program reviews completed through Spring 2004.

The Oxnard College Mission

Oxnard College embraces its diverse community by providing excellent and unique educational programs in a collaborative, nurturing, safe environment that promotes student success and lifelong learning.

Mission of California Community Colleges

NOTE: Our mission, while unique to Oxnard College, also enables us to accomplish the state-mandated mission for all California Community Colleges, which requires us to offer a variety of programs and services in the following areas:

TRANSFER EDUCATION
Standard collegiate courses at the lower division level for those students who plan to earn an associate degree and/or transfer to four-year colleges and universities

VOCATIONAL EDUCATION
Specialized vocational and technical education and training in selected occupational fields leading to job entry, advancement, retraining, certification, and associate degrees

GENERAL EDUCATION
Courses designed to contribute to associate degree programs; broaden knowledge and perspectives; develop critical thinking and communication skills; enhance cultural literacy; encourage a positive attitude toward learning; and equip students to participate in a complex, interdependent world

BASIC SKILLS EDUCATION
Courses in mathematics, reading, writing, and speaking for under-prepared students, as well as other programs designed to enable those with special learning needs to reach their educational goals

SUPPORT SERVICES
Comprehensive services that help students achieve their educational goals through assessment of skills and abilities, counseling and advisement, tutoring, financial aid, job placement, health services, student activities, student government, child care and personal development programs

COMMUNITY EDUCATION
Conveniently scheduled, state-supported noncredit classes and fee-supported educational, cultural, recreational, and occupational programs that enrich the lives of area residents and provide opportunities for lifelong learning

ECONOMIC DEVELOPMENT
Programs and services, including contract training, designed to meet the specific needs of business and industry in developing a trained workforce that can enhance the economic vitality of the community

The Oxnard College Vision

The collaborative learning community of Oxnard College will

- rely upon scholarly, comprehensive, and current knowledge in all areas of instruction and service;

- provide innovative, appropriate, and effective instruction for student success;

- facilitate and maximize students' use of services that enables their educational success;

- encourage students to enjoy self-reliant, lifelong learning;

- ensure student and staff access to technology and develop proficiency in all forms of communication, information retrieval, critical thinking and applied analysis;

- demonstrate and embrace respect for varied educational needs and cultural contributions;

- enhance our students' connections to the world by promoting leadership qualities, their understanding of global inter-dependence, their appreciation of vast diversity of human cultures, and their cross-cultural competencies;

- establish mutually beneficial relationships with the industries and communities we serve;

- provide leadership and resources for economic development and for improving the quality of life within the region;

- challenge students and the entire staff to a commitment in serving their communities and fellow human beings;

- promote a community culture of kindness, respect and integrity;

  - secure sufficient resources – material, financial and otherwise – to facilitate the accomplishment of all of the above.

Oxnard College's Core Values

We, the members of Oxnard College, are inspired by and will strive to exemplify through our collaborative actions the following core values:

Diversity and Commonality
We value others and ourselves as unique individuals and embrace the commonalities and the differences that promote the best of who we are.

Excellence
We value vision, creativity, risk taking and innovation to achieve and sustain excellence.

Integrity and Civility
We value integrity, honesty and congruence in action and word by demonstrating kindness and respect in all our interactions.

Learning
We value learning as a lifelong process in the pursuit of knowledge and personal growth.

Shared Decision Making
We value shared decision making (shared governance) as the process that provides each of us the opportunity to build consensus.

Oxnard College Strategic Goals

1. To develop and strengthen a positive college image in our community.

2. To obtain additional financial and human resources to strengthen the institution.

3. To provide facilities, technology, and other learning resources necessary to meet the educational and cultural needs of our growing community.

4. To enhance the economic, cultural, and social well-being of individuals and families in our community.

5. To use research and program review to assess program quality and guide institutional development.
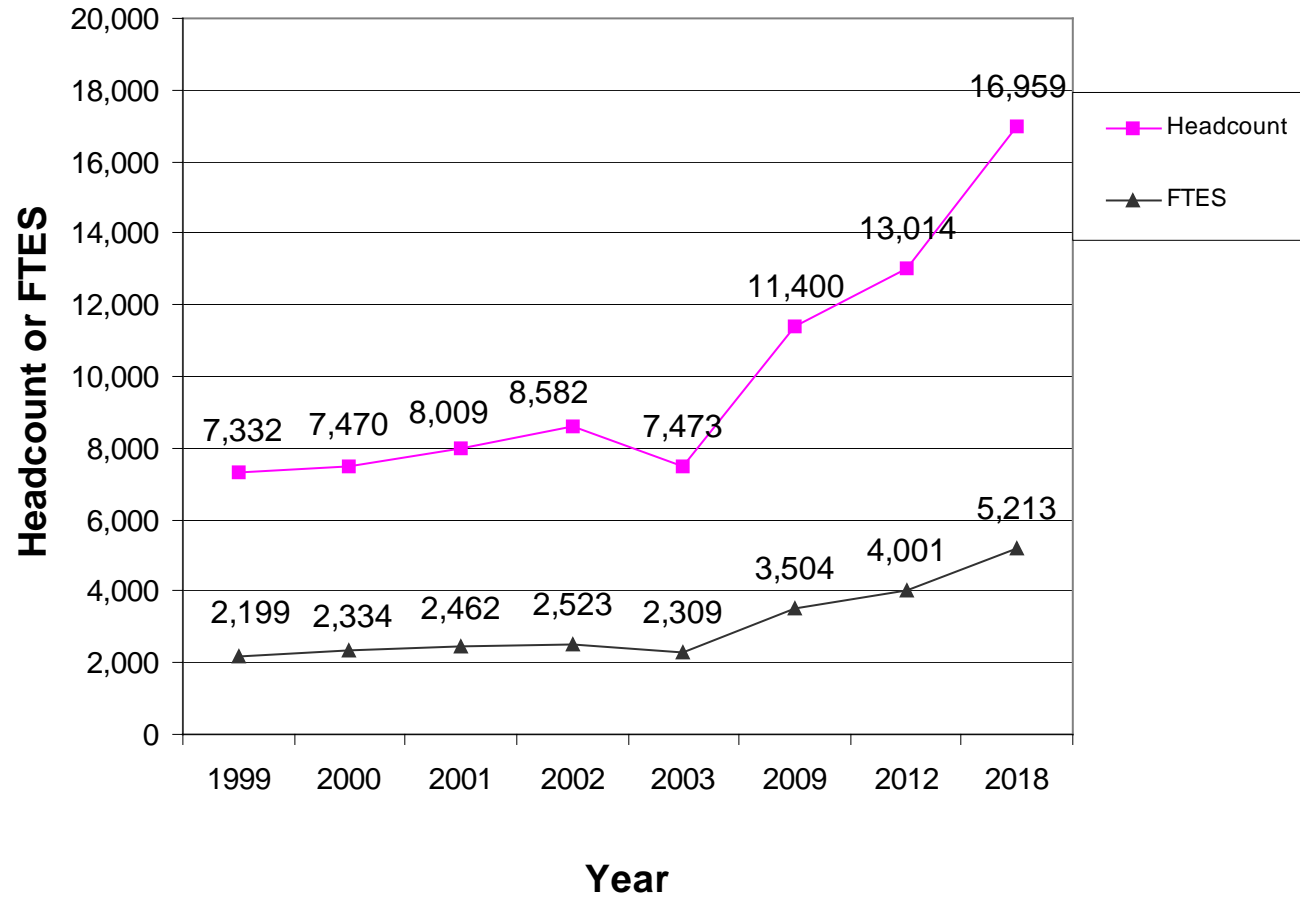
6. To maximize student success.

Program Plans

Following are program plans for each instructional, student services, and college services program on campus. For each program, information regarding the Program Description, Future Development, and Facilities Implications is included. The Program Description section reports the purpose and current status of the program, the Future Development section provides information about current and projected growth of the program, and the Facilities Implications section considers future facility-related needs of the program.

Graphs accompany the instructional programs, and provide unduplicated actual student headcount and FTES figures for each program from 1999 through 2003and project future enrollment in 2012 – the year the bond issue projects are scheduled for completion – and 2018 – the year when Oxnard College is projected to enroll 20,000 students for the first time. In most cases, programs are projected to grow at approximately the same rate as the college over the next 16 years; in some cases, growth will be dependent on facilities, staffing, and college priorities. Projections and graphs were provided by the Office of Institutional Research.

By generating these growth projections, a link is established between the Educational Master Plan and the Facilities Master Plan. Future academic facilities proposed in the Facilities Master Plan (many of which will be funded by the successful Measure S bond project) can be programmed to accommodate actual expected program growth derived from the Educational Master Plan.

Non-academic programs, including student services, business services, and learning resources, will generally grow to accommodate increased student enrollments and campus growth.

Entire College

Chart showing Headcount and FTES for the Entire College by Year.

Year	Headcount	FTES
1999	7,332	2,199
2000	7,470	2,334
2001	8,009	2,462
2002	8,582	2,523
2003	7,473	2,309
2009	11,400	3,504
2012	13,014	4,001
2018	16,959	5,213

Y-axis: Headcount or FTES
X-axis: Year

		Actual Figures					Projections			Projected Annual Growth Rate	Actual Average Annual Growth Rate
		1999	**2000**	**2001**	**2002**	**2003**	**2009**	**2012**	**2018**		
College											
	Headcount	7,332	7,470	8,009	8,582	7,473	**11,400**	**13,014**	**16,959**	4.5%	0.8%
	FTES	2,199	2,334	2,462	2,523	2,309	**3,504**	**4,001**	**5,213**	4.5%	1.4%
Addictive Disorders Studies*											
	Headcount	126	130	151	202	184	**241**	**287**	**407**	6.0%	11.0%
	FTES	24.41	26.03	24.34	43.45	40.80	**38.79**	**46.20**	**65.54**	6.0%	18.1%
Air Conditioning & Refrigeration*											
	Headcount	122	86	85	87	102	**104**	**112**	**129**	2.5%	-2.8%
	FTES	39.40	25.93	23.10	23.40	24.70	**28.15**	**30.31**	**35.15**	2.5%	-9.6%
American Sign Language											
	Headcount	195	169	193	229	246	**275**	**314**	**409**	4.5%	6.7%
	FTES	13.02	23.98	27.39	28.16	30.85	**38.99**	**44.51**	**58.00**	4.5%	27.7%
Anatomy*											
	Headcount	43	61	62	91	81	**99**	**118**	**167**	6.0%	19.8%
	FTES	9.73	13.80	13.87	22.00	18.80	**22.11**	**26.33**	**37.35**	6.0%	21.6%
Anthropology*											
	Headcount	334	384	394	402	497	**609**	**717**	**995**	5.6%	10.8%
	FTES	33.30	39.50	40.57	40.89	49.72	**62.74**	**73.88**	**102.45**	5.6%	10.9%
Art*											
	Headcount	442	447	535	550	546	**1,139**	**1,300**	**1,694**	9.9%	5.7%
	FTES	66.13	69.60	71.52	73.29	66.82	**215.76**	**246.30**	**320.97**	14.8%	0.4%
Assistive Computer Technology											
	Headcount	63	64	93	195	67	**132**	**151**	**197**	4.5%	22.7%
	FTES	6.73	5.73	8.57	7.29	5.99	**12.20**	**13.93**	**18.15**	4.5%	0.5%
Astronomy											
	Headcount	49	49	110	58	68	**157**	**179**	**233**	4.5%	23.6%
	FTES	5.40	6.00	12.07	7.50	8.80	**17.18**	**19.61**	**25.56**	4.5%	22.9%

		Actual Figures					Projections			Projected Annual Growth Rate	Actual Average Annual Growth Rate
		1999	2000	2001	2002	2003	2009	2012	2018		
Automotive Body Repair & Paint											
	Headcount	62	58	55	68	47	**78**	**89**	**116**	4.5%	-4.7%
	FTES	22.47	20.93	17.07	21.73	18.53	**24.30**	**27.74**	**36.15**	4.5%	-3.2%
Automotive Technology											
	Headcount	104	115	101	118	128	**144**	**164**	**214**	4.5%	5.9%
	FTES	25.77	33.47	24.50	30.63	34.23	**34.87**	**39.81**	**51.88**	4.5%	10.0%
Biology*											
	Headcount	297	327	358	448	472	**571**	**680**	**964**	6.0%	12.5%
	FTES	39.40	37.38	41.97	57.00	55.77	**66.89**	**79.67**	**113.02**	6.0%	10.2%
Business											
	Headcount	461	665	588	557	522	**837**	**955**	**1,245**	4.5%	5.3%
	FTES	56.90	85.78	74.88	68.36	66.91	**106.58**	**121.67**	**158.56**	4.5%	6.8%
Chemistry											
	Headcount	131	176	225	252	164	**320**	**366**	**476**	4.5%	9.8%
	FTES	32.81	41.97	53.30	58.87	40.83	**75.87**	**86.61**	**112.86**	4.5%	8.7%
Chicano Studies*											
	Headcount	77	123	96	127	142	**153**	**182**	**259**	6.0%	20.5%
	FTES	17.90	12.50	9.30	7.19	6.13	**14.82**	**17.65**	**25.04**	6.0%	-23.3%
Child Development											
	Headcount	612	623	639	624	623	**910**	**1,038**	**1,353**	4.5%	0.5%
	FTES	91.80	99.84	95.21	95.40	97.43	**135.52**	**154.71**	**201.61**	4.5%	1.6%
Computer Information Systems											
	Headcount	1,208	936	812	838	725	**1,156**	**1,319**	**1,719**	4.5%	-11.5%
	FTES	196.71	129.32	102.65	101.61	87.63	**146.11**	**166.80**	**217.36**	4.5%	-17.4%
Computer Science											
	Headcount	0	36	0	11	0	**51**	**58**	**76**	4.5%	-69.4%
	FTES	0.00	7.20	0.00	2.20	0.00	**10.25**	**11.70**	**15.25**	4.5%	-69.4%

	Actual Figures					Projections			Projected Annual Growth Rate	Actual Average Annual Growth Rate
	1999	**2000**	**2001**	**2002**	**2003**	**2009**	**2012**	**2018**		
Dance**										
Headcount	--	--	--	--	--	**223**	**263**	**343**	30.3%	--
FTES	--	--	--	--	--	**19.08**	**29.09**	**37.92**	33.6%	--
Dental Hygiene*										
Headcount	41	37	34	35	35	**36**	**36**	**36**	0.0%	-3.7%
FTES	42.88	27.71	26.00	26.73	25.50	**32.20**	**32.20**	**32.20**	0.0%	-10.8%
Digital Graphics**										
Headcount	--	--	--	--	--	**70**	**80**	**105**	37.0%	--
FTES	--	--	--	--	--	**15.13**	**17.27**	**22.51**	46.0%	--
Economics										
Headcount	207	320	254	222	231	**362**	**413**	**538**	4.5%	6.4%
FTES	20.90	39.81	24.33	22.86	23.58	**34.63**	**39.53**	**51.52**	4.5%	12.2%
Engineering Technology*										
Headcount	148	164	293	244	165	**386**	**428**	**526**	3.5%	10.1%
FTES	12.80	79.07	100.53	79.07	54.67	**132.38**	**146.77**	**180.42**	3.5%	123.2%
English										
Headcount	2,024	1,826	1,861	1,859	1,688	**2,649**	**3,024**	**3,941**	4.5%	-4.3%
FTES	324.21	320.72	323.03	258.85	238.82	**377.64**	**431.10**	**561.80**	4.5%	-7.0%
English as a Second Language*										
Headcount	256	313	266	485	389	**408**	**479**	**661**	5.5%	17.4%
FTES	54.57	70.67	68.11	105.15	94.48	**104.53**	**122.74**	**169.24**	5.5%	17.5%
Film Studies**										
Headcount	--	--	--	--	--	**145**	**165**	**215**	24.6%	--
FTES	--	--	--	--	--	**14.46**	**16.51**	**21.51**	24.6%	--
Fire Technology*										
Headcount	314	347	392	424	374	**625**	**744**	**1,056**	6.0%	5.0%
FTES	92.65	103.98	107.98	122.29	110.68	**172.10**	**204.98**	**290.77**	6.0%	5.0%
Geography*										
Headcount	150	204	125	200	170	**199**	**237**	**337**	6.0%	10.6%
FTES	17.10	21.18	13.90	23.51	20.70	**22.15**	**26.39**	**37.43**	6.0%	11.7%

		Actual Figures					Projections			Projected Annual Growth Rate	Actual Average Annual Growth Rate
		1999	2000	2001	2002	2003	2009	2012	2018		
Geology*											
	Headcount	297	239	266	281	260	**424**	**505**	**716**	6.0%	-2.5%
	FTES	36.40	25.00	23.60	25.40	21.30	**37.61**	**44.80**	**63.55**	6.0%	-11.4%
Health Education											
	Headcount	373	453	541	523	531	**770**	**879**	**1,146**	4.5%	9.8%
	FTES	30.68	37.32	46.04	45.66	44.81	**65.53**	**74.81**	**97.49**	4.5%	10.6%
History											
	Headcount	877	1,017	972	893	806	**1,384**	**1,579**	**2,058**	4.5%	-1.6%
	FTES	86.91	109.32	111.50	97.50	88.60	**158.71**	**181.18**	**236.10**	4.5%	1.5%
Hotel & Restaurant Management											
	Headcount	84	98	89	113	96	**127**	**145**	**188**	4.5%	4.9%
	FTES	30.79	34.45	28.00	41.55	36.82	**39.86**	**45.50**	**59.29**	4.5%	7.5%
Interpretation											
	Headcount	14	6	19	28	12	**27**	**31**	**40**	4.5%	37.4%
	FTES	1.40	0.60	1.90	2.80	1.20	**2.70**	**3.09**	**4.02**	4.5%	37.4%
Japanese											
	Headcount	39	23	29	34	36	**41**	**47**	**61**	4.5%	2.0%
	FTES	6.17	3.83	4.83	5.67	5.83	**6.88**	**7.85**	**10.23**	4.5%	2.1%
Journalism											
	Headcount	40	37	58	38	47	**83**	**94**	**123**	4.5%	9.6%
	FTES	5.33	7.70	7.08	6.70	7.70	**10.08**	**11.50**	**14.99**	4.5%	11.5%
Learning Skills											
	Headcount	107	64	92	70	77	**118**	**149**	**195**	4.5%	-2.6%
	FTES	14.70	11.05	15.03	13.46	13.63	**22.29**	**24.41**	**31.81**	4.5%	0.5%
Legal Assisting											
	Headcount	73	55	41	81	69	**58**	**67**	**87**	4.5%	8.2%
	FTES	12.30	8.10	9.98	17.56	13.22	**14.21**	**16.22**	**21.13**	4.5%	10.1%
Marine Studies*											
	Headcount	46	81	94	132	117	**150**	**178**	**253**	6.0%	30.3%
	FTES	6.00	19.43	26.70	30.69	34.30	**42.56**	**50.68**	**71.90**	6.0%	72.0%

	Actual Figures					Projections			Projected Annual Growth Rate	Actual Average Annual Growth Rate
	1999	2000	2001	2002	2003	2009	2012	2018		
Mathematics										
Headcount	1,628	1,827	2,209	2,445	2,261	3,144	3,589	4,678	4.5%	9.1%
FTES	232.08	266.22	328.66	354.98	330.87	467.82	534.04	695.94	4.5%	9.8%
Microbiology*										
Headcount	26	58	57	53	63	91	108	153	6.0%	33.3%
FTES	7.10	14.70	14.70	13.80	15.60	23.43	27.90	39.58	6.0%	28.5%
Multimedia*										
Headcount	20	8	27	27	0	57	66	85	9.9%	19.4%
FTES	1.33	0.53	3.23	5.50	0.00	10.16	11.60	15.11	15.4%	104.9%
Music*										
Headcount	269	366	319	386	318	679	775	1,010	9.9%	6.7%
FTES	30.97	41.05	36.30	43.66	32.89	104.28	119.04	155.13	14.1%	4.1%
Personal Growth										
Headcount	204	271	276	211	104	393	448	584	4.5%	-9.9%
FTES	17.59	18.64	17.44	14.15	4.78	24.82	28.34	36.93	4.5%	-21.4%
Philosophy										
Headcount	704	619	635	585	560	904	1,032	1,345	4.5%	-5.4%
FTES	66.98	60.73	57.80	61.35	57.78	82.27	93.92	122.39	4.5%	-3.5%
Photography*										
Headcount	37	32	24	26	0	51	58	76	9.9%	-32.5%
FTES	6.00	5.33	4.00	4.33	0.00	12.58	14.36	18.72	15.4%	-32.0%
Physical Education*										
Headcount	1,227	1,345	1,756	1,645	1,097	1,430	1,632	2,127	4.5%	0.1%
FTES	164.95	177.05	231.45	213.94	156.42	203.84	232.70	303.24	4.5%	0.9%
Physical Science*										
Headcount	--	--	--	--	20	28	34	48	6.0%	--
FTES	--	--	--	--	4.00	5.67	6.76	9.59	6.0%	--
Physics*										
Headcount	35	29	12	28	40	46	52	68	4.5%	25.1%
FTES	8.17	6.77	2.53	6.53	9.33	10.63	12.14	15.82	4.5%	30.3%

		Actual Figures					Projections			Projected Annual Growth Rate	Actual Average Annual Growth Rate
		1999	2000	2001	2002	2003	2009	2012	2018		
Physiology*											
	Headcount	21	34	57	58	67	**91**	**108**	**153**	6.0%	36.7%
	FTES	5.80	8.50	14.40	15.20	18.60	**22.95**	**27.34**	**38.78**	6.0%	36.0%
Political Science											
	Headcount	507	267	371	383	468	**528**	**603**	**786**	4.5%	4.3%
	FTES	44.78	26.40	33.66	38.27	46.66	**47.91**	**54.69**	**71.28**	4.5%	5.5%
Psychology											
	Headcount	343	397	443	434	423	**631**	**720**	**938**	4.5%	5.7%
	FTES	34.90	38.20	45.30	43.87	40.80	**64.48**	**73.61**	**95.92**	4.5%	4.5%
Sociology*											
	Headcount	320	254	410	330	362	**594**	**683**	**902**	4.75%	7.7%
	FTES	28.00	31.00	47.38	37.50	47.20	**68.68**	**78.94**	**104.28**	4.75%	17.1%
Spanish											
	Headcount	374	366	406	430	315	**576**	**659**	**859**	4.5%	-3.0%
	FTES	47.06	47.63	58.76	52.75	45.00	**103.74**	**95.45**	**124.38**	4.5%	-0.1%
Speech*											
	Headcount	557	363	425	430	451	**904**	**1,032**	**1,345**	9.9%	-2.9%
	FTES	48.44	36.91	39.08	41.35	43.91	**100.27**	**114.47**	**149.17**	12.5%	-1.5%
Television*											
	Headcount	50	43	46	55	26	**98**	**112**	**146**	9.9%	-10.0%
	FTES	10.00	8.00	8.83	15.93	5.27	**27.77**	**31.70**	**41.31**	15.4%	1.0%
Theatre Arts*											
	Headcount	58	69	62	76	72	**132**	**151**	**196**	9.9%	6.5%
	FTES	7.50	11.50	14.17	9.93	13.40	**44.57**	**50.88**	**66.30**	15.4%	20.4%

Notes:

Actual Average Annual Growth Rates - The individual annual growth rate for each year from 1999 to 2003 was calculated and then averaged.

Projections are calculated based on the actual enrollment in 2001. Actual enrollment figures are provided for 2002 and 2003 for informational purposes only and are not factored into the projections.

* Exceptions:

The **Addictive Disorders Studies, Anatomy, Anthropology, Biology, Chicano Studies, English as a Second Language, Fire Technology, Geography, Geology, Marine Studies, Microbiology, Physiology,** and **Sociology** programs are all projected to grow at rates faster than that of the college.

The **Art, Multimedia, Music, Photography, Speech, Television** and **Theatre Arts** programs are all projected to grow at rates significantly higher than that of the college through 2009. From 2010 through 2018, the programs are projected to grow at a rate comparable to that of the college.

The **Air Conditioning & Refrigeration** and **Engineering Technology** programs are projected to grow at rates lower than that of the college.

The **Dental Hygiene** program, due to state mandates and limited facilities, can only grow by admitting more than one cohort annually. It is not anticipated at this time that the program will be able to support additional cohorts. Therefore, the projected growth for the program is flat based on two 18-student cohorts (first and second year) enrolled each semester.

The **Physical Education** program experienced a significant drop in enrollment in 2003 due to recent legislation prohibiting all community colleges from offering physical education courses on high school campuses. Therefore, the projected growth was revised to be based on the actual enrollment in 2003.

The **Physical Science** program was first offered in 2003. The projections are based on that enrollment. The program is expected to grow at a rate higher than that of the college.

The **Physics** department experienced a drop in enrollment in Fall 2001 due to the inability to replace the full-time faculty member on sabbatical that term. Therefore, the projected growth in Physics is based on the average headcount and FTES in 1999 and 2000 using the college's average growth rates.

** New Programs:

The **Dance, Digital Arts,** and **Film Studies** programs are expected to begin in 2004 and grow at rates significantly higher than that of the college through 2009. From 2010 through 2018, the programs are projected to grow at a rate comparable to that of the college.

Oxnard College

Educational Master Plan

GOVERNANCE

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Academic Senate
Classified Senate
Management of the College
Student Government (ASG)

Academic Senate

Program Description

The Academic Senate represents Oxnard College faculty in academic and professional matters as specified in Title 5, Sec. 53200-53204. The Academic Senate meets on a regular schedule to address and take action on matters which fall within its purview. The Academic Senate designates faculty representatives to shared governance committees, hiring committees, and other committees and task forces of the college as needed. All full-time and part-time faculty are members of the Academic Senate, and each department selects its voting senators, both full-time and part-time representatives, annually. The Academic Senate President represents the Academic Senate at all meetings of the Board of Trustees and other District activities.

Future Development

The Academic Senate Constitution specifies procedures for adding representatives to the Senate as the number of full-time faculty increases. The full-time faculty ratio will expand at a rate comparable to, or slightly greater than, the college as a whole. The Academic Senate, therefore, will grow in size accordingly.

Implications for Facilities

Academic Senate meeting facility needs are met by use of available lecture hall space and will continue to be met in that fashion. Academic Senate office facilities will continue to be located in close proximity to the offices of the college President and the Executive Vice President of Student Learning. Office facilities will need to be enlarged in the next ten years to accommodate the increased size of the Senate, the need for additional file and storage space, and the need of the Academic Senate President to meet with more than one person at a time.

Classified Senate

Program Description
The Classified Senate is comprised of all regular classified employees at Oxnard College. The Senate meets on a regular schedule with its elected officers. Senate members participate on shared governance committees at the college and the District and report their committee participation at their monthly meetings. The purpose of the Classified Senate is to allow all staff members to interact with one another in a positive and stimulating environment. The Classified Senate also supports the activities of the college by participating in fundraising activities that benefit the college as well as the Senate. The Senate awards monthly and yearly recognition for outstanding service of classified employees and has created a $250.00 scholarship that is awarded to a selected student at the year-end recognition luncheon.

Future Development
In the past, the Senate has taken responsibility for such projects as the purchase of flags and banners, the purchase and placement of memorial benches commemorating Classified employees and staff/faculty/staff identification cards and may again in the future. The Senate also maintains an on-going fundraising Memorial Tree Project located in the campus gymnasium event. As the college grows, the number of classified employees will increase and will stimulate additional Classified Senate activity.

Implications for Facilities
Classified Senate meetings make use of available classroom space, and needs will continue to be met in that fashion.

Management of the College

Program Description

The Management Team, under the leadership of the President, provides direction and assists with goal setting and planning activities for the college. At Oxnard College, the team consists of the President, Executive Vice-President for Student Learning, Vice-President of Business Services, five Deans, Director of Institutional Research, Director of Maintenance & Operations, Director of the Center for International Trade Development (CITD), and Director of Business Services and Evening Administrator. The Deans have specific assignments in the following areas: Liberal Education, Business/Technology, Math/Science/PE, Learning Resources & Student Learning, Economic Development and Community Initiatives, and Student Services. Each manager is supported by at least one classified assistant.

The primary goal of the Management Team is to serve students and faculty. Offices are distributed around the campus in major buildings and staffed during regular daytime hours; evening operations are housed in the Mailroom/Switchboard area for the convenience of evening instructors.

Future Development

The Management Team will grow as needed as the college grows to maintain the level and quality of services now provided. Additional support staff will also be needed.

Implications for Facilities

The management executive group will move from its current space in the Learning Resources Center to the Student Services building that will be constructed during the bond project.

Student Government (ASG)

Program Description
The Associated Student Governing Senate (ASG) is the representative body of the Associated Students of Oxnard College (ASOC). ASG, through its meetings, fulfills the students' role in college governance as specified in Title 5, Sec. 51203.7, and in the policy of the Board of Trustees of the Ventura County Community College District (Section F.01). In addition to its regular meeting schedule (and advised by the Student Activities Specialist), ASG identifies students to serve on various college shared governance, hiring, and other committees.

Future Development
ASG will expand its Senate numbers at a rate comparable to the growth of the college as a whole.

Implications for Facilities
Facilities for student government activities have been identified in the Community/Student Services Center.

Oxnard College

Educational Master Plan

Business Services

Bookstore
Business Services Department
Cafeteria
Campus Resource Center
Center for International Trade Development
Civic Center/Community Services
Fiscal Services
Information Technology
Institutional Research Office
Maintenance & Operations
Mailroom/Switchboard
Resource Development
Student Business Office
Workplace Learning Resources Center

Bookstore

Program Description

The Bookstore now serves more than 8,000 students, faculty and staff each semester and processes orders for more than 600 adopted titles, in addition to general trade and reference titles. Services provided include UPS shipping, faxing, laminating, postage stamps, notary public, and special orders. In addition to providing all course materials and incidentals, the Bookstore also carries school supplies, backpacks, consumer electronics, computer software, clothing, confections, and cards and gifts. Point-of-sale cash registers process daily transactions and maintain perpetual inventory records. Through the Bookstore, students and faculty may now order their books online. The Bookstore is throughout the year with extended hours during registration periods. As an enterprise operation, the Bookstore generates annual sales of nearly $2,000,000 and endeavors to maintain a profitable status.

Future Development

As the student population grows, the Bookstore must also grow proportionately in order to meet the product and service requirements of students, faculty, and staff. The Bookstore's ability to serve customers is severely limited by the size and layout of its present facility, including floor space, shelf space, storage space, receiving space, and office space. To accommodate growth projected by demographers to reach 12,500 students within ten years, the Bookstore facility must be reconfigured and expanded significantly if customers are to be served effectively, if staff are to perform their duties with efficiency and discretion, and if product loss due to theft is to be minimized. The Bookstore plans to migrate to new POS (point-of-sale) hardware and software that integrates with textbook management software. Additionally, the Bookstore plans to install new theft detection systems and other electronic devices to prevent product loss and improve internal security. Finally the Bookstore will seek to improve its gross profit margin percentage to a level that is more consistent with those of other college bookstores within the district.

Implications for Facilities

The Bookstore remodeling/expansion project is scheduled for Phase II of the Measure 'S' bond project. When completed, the Bookstore will incorporate approximately 50% more gross square feet of space that will be reconfigured to overcome many of the shortcomings of its present physical layout.

Business Services Department

Program Description

The Business Services Department is responsible for providing leadership, direction, and managerial and financial oversight of five departments on campus: Bookstore, Cafeteria, Evening Programs, Mailroom/Switchboard, and Student Business Office, all of which deliver important services to students, faculty and staff. Business Services is also responsible for providing financial management and administrative services for the Oxnard College Foundation under the direction of the College President. Business Services is one of three major subdivisions of the Business Services Division that serve under the general direction of the Vice President of Business Services.

Future Development

In order to address the overcrowding and commingling of multiple operations, the Business Services Department must achieve physical separation from the Evening Programs Office and the Mailroom/Switchboard, but remain within reasonable proximity. It must also obtain sufficient space for the Director's office, Administrative Assistant's workstation, and the outer office area for the bookcase, file cabinets and other workspace. Approximately 500-=600 square feet are viewed as essential, based on the present combination of positions, furniture, files and records.

Implications for Facilities

The Business Services Department will be relocated with other administrative offices when the Learning Resources Center is remodeled during Phase III of the Measure 'S' bond project. Sufficient space will be vital to assuring the success of the relocation.

Cafeteria

Project Description

The Cafeteria providea fast and friendly service for breakfast, lunch, and dinner, offering a well-balanced variety of food and beverage products to its customers. The Cafeteria is open during the regular academic year from 7:30 a.m. to 9:00 p.m., Monday through Thursday and 7:30 a.m. to 2:00 p.m. on Friday. Summer session hours may vary. Most meals are prepared fresh daily by Hotel & Restaurant Management students and offered at reasonable prices. The Cafeteria also offers a variety of prepackaged food and snack items, coffee, tea, juice, and soft drinks. The Cafeteria also performs catering services for meetings, receptions, and special events. As an enterprise operation, the Cafeteria generates annual sales exceeding $400,000 and endeavors maintain a profitable status.

Future Development

As the student population grows and campus instructional and student service facilities expand, the Cafeteria's personnel must grow to maintain the level and quality of service expected by students, who are its primary customers. The establishment of a snack bar in the new Student Lounge is a recent example of its response to growth. The Cafeteria and the Hotel & Restaurant Management program will continue to maintain close collaboration in general meal preparation and food service. However, fund accounting options between the programs are being carefully examined, and this may result in the separate accounting of certain activities that are purely instructional in nature and not directly connected with Cafeteria business. Additionally, the Cafeteria will seek to improve its gross profit margin percentage to a level that is more consistent with those of other college cafeterias within the district.

Implications for Facilities

The Cafeteria will relocate to the new Student Services Building that is scheduled for construction during Phase II of the Measure 'S' bond project. The new facility is planned to include both formal and informal dining facilities and cooking facilities.

Campus Resource Center

Program Description
The OC Publications Department provides digital reproduction services for faculty and staff with an average of 400,000 copies per month and 700,000 copies per month at peak periods.

Future Needs
The Campus Resource Center will continue to grow at a more rapidly greater pace than the college as a whole, and will require additional staffing and spaces, as well as regularly- upgraded equipment to keep pace with digital reproduction technologies.

Implications for Facilities
The Campus Resource Center is currently located in converted classroom space in the Occupational Education building. The Campus Resource Center will move to a new location to accommodate the needs of the college as construction and renovation of buildings gets under way.

Center for International Trade Development

Program Description

The Center for International Trade Development (CITD) aims to give the mission of Oxnard College – transfer, basic skills, vocational education, economic development, and lifelong learning – an international perspective to create a diverse workforce. The CITD seeks to promote global opportunities for local business. The program hosts on- and off-campus seminars and international events, and it collaborates with high schools, colleges, and universities in the region to encourage student attendance and participation in these events. This program is funded by the State Chancellor's Office of the California Community Colleges.

Future Development

As a global perspective becomes ever more necessary for students entering the workforce, continued development to accommodate changes in the college and the community will be necessary. To accomplish this goal, private and public funding sources will be identified. The program also aims to increase relations with other domestic and international institutions and the community at large (local and global).

Implications for Facilities

The CITD is housed in the Community/Student Services Building, within the Division of Economic Development and Community Initiatives.

Civic Center/Community Services

Program Description
 Oxnard College's Civic Center/Community Services program is charged by the District Board of Trustees with renting college facilities and property to organizations, according to a board-adopted fee schedule. The Community Services office operates an extensive schedule of Traffic Violator School classes.

Future Development
 Modifications to the college's Civic Center activities are dependent upon action by the Board of Trustees, which sets Civic Center use fees annually. The Community Services program anticipates large increases in its responsibilities in the future.

Implications for Facilities
 As facilities from the bond project come online, especially the Performing Arts building with its theatre, Civic Center use is expected to increase. Community Services classes use general classroom space, typically (but not entirely) at times when college classes are not in session. An office will be needed in the future.

Fiscal Services

Program Description
The Fiscal Services unit facilitates and oversees budget administration for the college, assisting programs, departments, and divisions with budgetary matters. With a new management information system, the transition to decentralized electronic budget management is a goal in progress.

Future Development
Growth in this area will parallel the college's growth. Full implementation of the Banner software system and attendant training of staff is a primary goal. As grants and contracts increase, the need for additional staff will be required.

Implications for Facilities
This program, which reports to the Vice President of Business Services, will move into new administrative offices to be constructed in the Student Services facility as part of the bond project.

Information Technology

Program Description

The Information Technology (IT) Department exists to provide desktop, application, and network support to faculty, staff and students. Responsibilities include the maintenance and administration of over eight hundred (800) desktop systems, thirty-two (32) servers, network infrastructure, and departmental applications. The department maintains inventory and work order databases, as well as the college websites. The IT Department is currently staffed with two full-time and one sixty percent positions.

Future Development

In order to provide continued support, the IT Department will need to grow at a pace greater than the projected growth of the college. Additional full-time staff will be needed to sustain the support that is being provided to the campus.

Implications for Facilities

Centralized resources are currently housed in the OE complex. This area will need to expand to accommodate required services. Enlarged facilities were included in the Facilities Master Plan, as part of the bond project.

Institutional Research Office

Program Description

The Office of Institutional Research supports the college through the application of research in institutional planning and evaluation, with a particular focus on the assessment of student learning outcomes. The office provides leadership in the integration of research into appropriate college activities including program review, curriculum development, class offerings, unit planning, and budget development. The office supplies pertinent information used for decision-making at the college. Specific duties are to:

- Collect, house, analyze, present and disseminate data relevant to the college;
- Track student satisfaction, needs, and learning outcomes;
- Actively participate in the program review, accreditation, and strategic planning;
- Work cooperatively with managers, faculty, and staff to generate and analyze data;
- Serve as a resource for research design and methodology;
- Support the goals of Matriculation through research;
- Educate the campus community on the value and uses of research.

Future Development

As the college grows, the need to track increasing amounts of information will also grow. In addition, with the recent shifts in emphasis toward accountability and learning outcomes assessment, the need will emerge for additional staff with expertise in these areas.

Implications for Facilities

Currently, the office has adequate space for staff, storage, and equipment. However, as the demands on the office increase, the need for additional space will occur.

Mailroom/Switchboard

Program Description

The Mailroom/Switchboard provides customer-friendly delivery of vital services such as internal and external telephone call routing, telephone directory information, requests for telephone and/or voice mail service, in-person information and assistance, as well as the collection and distribution of incoming, outgoing, and interoffice mail. The Mailroom/Switchboard is open Monday through Friday throughout the year. When classes are in session, the office is open on Monday through Thursday until 10:00 p.m., and the switchboard is staffed until 7:00 p.m. Services provided by the Mailroom/Switchboard include (but are not limited to):

- Providing general information to the community;
- Directing incoming calls to the appropriate offices;
- Arranging for technical support for telephone and voice mail requests with Information Technology;
- Accepting USPS, Fed Ex, UPS, Airborne, and other carrier deliveries;
- Arranging on-campus deliveries with the Warehouse;
- Maintaining all instructor and departmental mailboxes;
- Metering all outgoing mail;
- Processing requisitions for postage and postage meter maintenance;
- Producing the Oxnard College Telephone Directory;
- Assisting staff with specialized telephone or mailing requests

Future Development

The need for Mailroom/Switchboard services is expected to grow at the same rate as that of Oxnard College itself. The challenges associated with this growth include the need to replace the ancient and undependable Pitney-Bowes postage meter, to protect the security of incoming and outgoing mail, while maintaining easy access and efficient delivery, to acquire seasonal employee support to maintain essential services during regular employee absences and/or to assist with special projects, and to extend staffed switchboard operations into later evening hours.

Implications for Facilities

The Mailroom/Switchboard will be relocated with other administrative offices when the Learning Resources Center is remodeled during Phase III of the Measure 'S' bond project.

Maintenance & Operations

Program Description

The Maintenance and Operations Department (M&O) provides comprehensive services to the college as a whole, maintaining a safe, comfortable, and attractive learning environment. Services provided by this department fall into four major areas: Custodial, Grounds, Maintenance and Operations.

- The Custodial Department provides regular cleaning services to college facilities, classrooms, laboratories, and office spaces – currently 41,000 assignable square feet per custodian.
- The Grounds Department maintains the college's 118 acres of property, including parking lots, landscaped areas, and lawns, and the District Service Center, as well as Santa Clara High School. Specialized acreage is devoted to athletics-soccer and baseball fields, and a track and field venue,
- The Maintenance Department provides skilled engineering services to all buildings, which includes blueprint and planning review. The Maintenance Department is also responsible for planning, developing, and implementing scheduled maintenance, capital projects, hazardous materials projects, as well as various state-mandated programs. Current skilled crafts persons include Electrician and HVAC/Mechanic.
- The Operations Department receives and delivers all packages and materials sent to and ordered by faculty and staff, as well as set-up and take down for major campus events and overseeing the college fleet of vehicles.

Future Development

The M&O Department will grow at least as rapidly as the college grows, to maintain comprehensive services. An increase in staff, equipment, and supply budgets will be essential to maintaining services as well. The extensive construction scheduled over the next 10 years, the relocation of offices, faculty, and staff, and the renovation of vacated spaces will both challenge and tax the staff of the M&O Department.

Implications for Facilities

A Warehouse building is included in the bond project list, and is also eligible for state construction funding. The addition of that building and re-allocation of current space will greatly improve the department's ability to provide quality service.

Mission Statement

The legislature finds and declares that it is in the interests of the people of the State of California to ensure that the facilities of the California Community Colleges are repaired and maintained on a timely basis in order to provide for the safe utilization of these facilities as well as preventing further damage resulting in structural damage and increased repair costs. The mission of the Maintenance and Operations Department is to ensure the intent of the legislature is carried out.

Processed Use to Develop Plan

      The following objects were embraced due in part to Education Code Section 84660, State of California; various state regulatory agencies, such as: Cal-OSHA; AQMD; State Fire Marshall; Uniform Building Code; Department of State Architect: Department of Agriculture; Waste Management Board; Water Resources Board; Office of the State Chancellor Facilities Management; and State Emergency Management System. Additional requirements from local agencies such as: City of Oxnard fire/CUPA; Departments of Planning, Building and Safety; City of Oxnard Police Department and the City of Oxnard Public Works, all impact our operations in various ways. Campus committees have significant input and impact on our priorities. These committees consist of, in part: President's Leadership Team, Campus Use, Development and Safety, and Deans Council; plus direct input from faculty/staff/students. District administrators utilize our services as needed, and we are obligated to respond to their requests in a timely manner.

Resource Development

Program Description

The purpose of the Resource Development Office is to plan, organize, and establish an active grants development resource-training program. In addition, the office seeks to develop networking relationships with the Ventura County business and community resource groups to further develop a positive identity in the community at large for the college. The office is also charged with contributing to the marketing activities of the college. This office is funded through the U.S. Department of Education (Title V).

Future Development

As the college's level of growth continues, the efforts of the Resource Development Office's activities will be enhanced, particularly in areas of funding and grant resources for increasing college access to a diverse community.

Implications for Facilities

Currently the Resource Development Office has adequate space; however, as the demands on the office's activities increase, the need for additional space will occur. Office relocation will be required by the removal of administrative office space from the Learning Resources Center to allow Library expansion.

Student Business Office

Program Description

The Student Business Office provides quality financial services to students, faculty, staff, and the community that are delivered in a courteous, accurate, and timely manner. The Student Business Office is open throughout the year, with extended services during registration periods. Services provided by the Student Business Office include (but are not limited to):

- Receiving, processing, and accounting for all student fees assessed at registration;
- Distributing student payroll checks;
- Distributing financial aid, scholarship and emergency loan check;,
- Establishing third-party contract authorizations and transmitting student fee billings;
- Arranging short-term postponements for students under certain circumstances;
- Selling parking permits, SCAT tickets, and special event tickets;
- Coordinating collection follow-up efforts on campus and delinquent fee reporting with the District Service Center;
- Processing ASG, club, and all other Trust and Agency transactions;
- Administering the Revolving Fund and the Change Funds.

Future Development

As the student population grows, the Student Business Office must also grow proportionately in order to meet the service needs of students, faculty, and staff. To accommodate growth projected by demographers to reach 12,500 students within ten years, the Student Business Office estimates it will require at least 2.0 additional FTE staff. The Student Business Office's ability to serve students is severely limited by its present size (including floor space, storage space, and office space), physical layout shortcomings, and lack of proximity to offices with which it interacts. The facility must be significantly modified and expanded if current and future students are to be served effectively, if staff members are to perform their duties with efficiency and discretion, and if financial assets are to be properly protected against loss. In the future, the Student Business Office hopes to acquire service windows with bulletproof glass, separate offices for counting money and meeting with students, sufficient fully equipped workstations for current and future staff and student assistants, a built-in drop safe for express payments, and sufficient staff to meet growing service needs.

Implications for Facilities

The Student Business Office is scheduled to be relocated to the new Student Services Building that is scheduled for construction during Phase II of the Measure 'S' bond project. When completed, the Student Business Office will incorporate at least 50% more gross square feet of space that will be configured to overcome many of the shortcomings of its present location.

Workplace Learning Resources Center

Program Description
      The Workplace Learning Resources Center (WLRC) provides workplace learning services and programs to Region 6 of the California Community Colleges. The mission of the Workplace Learning Resource Center and its Economic Development Program of the California Community Colleges is to advance California's economic growth and global competitiveness through quality education and services focusing on continuous workforce improvement. The WLRC is a grant funded by the State Chancellor's Office. The Center acts as a regional economic development resource to colleges of the South Coast Region of the State (Region 6: Allan Hancock College, Antelope Valley CCCD, Cuesta College, Santa Barbara City College, College of the Canyons, Moorpark College, Oxnard College, and Ventura College.

      In direct response to the needs of regional industry clusters, the Oxnard College Workplace Learning Resources Center will continue to develop and administer customized and standardized assessment instruments and curriculum to private businesses, clients of regional government agencies, and aid recipients seeking to re-enter the workforce. The Center will also disseminate information to regional businesses to increase awareness of the programs and services available through the community colleges.

Future Development
      As the college's overall growth develops, efforts of the Workplace Learning Resources Center will also grow. The Center plans to enhance opportunities for workplace learning activities and to help coordinate community college responses to statewide workforce needs through contract education.

Implications for Facilities
      General office and lab space is currently assigned to the Center in the Job and Career Center, but that space is not projected to remain adequate to meet program needs.

Oxnard College
Educational Master Plan

Instruction

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Addictive Disorders Studies (ADS)
Air Conditioning & Refrigeration
American Sign Language
Anatomy
Anthropology
Art
Articulation
Astronomy
Athletics
Automotive Body Repair & Paint
Automotive Technology
Biology
Business
Chemistry
Chicano Studies
Child Development
Computer Information Systems (CIS)
Dental Hygiene
Economics

Engineering Technology (CISCO Program)
English
English As a Second Language
Evening Programs Office
Fire Technology
Geography
Geology
Health Education
History
Hotel & Restaurant Management
Interpretation
Japanese
Journalism
Legal Assisting
Marine Studies
Mathematics & Computer Science
Media Center
Multimedia
Music

Off-Campus Programs Oxnard
College Television (OCTC)
PACE
Personal Growth
Philosophy
Physical Education
Physics & Physical Science
Political Science
Psychology
Sociology
Spanish
Speech
Television
Theatre Arts
Travel & Tourism (Suspended)
*Dance
*Digital Graphics
*Film Studies
*Microbiology
*Photography
*Physiology

* Proposed New Programs

Addictive Disorders Studies (ADS)

Program Description
Oxnard College is one of 26 community colleges and four universities in the state offering fully-accredited and certified courses in Addictive Disorders Studies. Courses have flourished based on community needs. Certificate recipients are qualified to work with alcohol/drug education, intervention, treatment, or primary prevention programs. The program is certified by the California Association of Alcohol/Drug Educators.

Future Development
Current program growth is projected to continue at a rate (6%) that will exceed college growth during the projected period. Growth will be limited only by staffing and budgetary constraints. One full-time faculty member coordinates the program, and most other faculty members are experienced psychotherapists. It is valuable to have professionals in the field teaching classes. A new certificate, Addictive Disorders Studies in the Criminal Justice System, was approved in 2002. Plans are in place for a new certificate in Prevention.

Implications for Facilities
ADS classes are offered both on and off campus, and require general classroom space only, with availability of mediated instruction.

Addictive Disorders Studies*

Headcount values (pink, squares): 1999: 126, 2000: 130, 2001: 151, 2002: 202, 2003: 184, 2009: 241, 2012: 287, 2018: 407

FTES values (purple, triangles): 1999: 24.41, 2000: 26.03, 2001: 24.34, 2002: 43.45, 2003: 40.80, 2009: 38.79, 2012: 46.20, 2018: 65.54

Y-axis: Headcount or FTES

X-axis: Year

Legend: Headcount, FTES
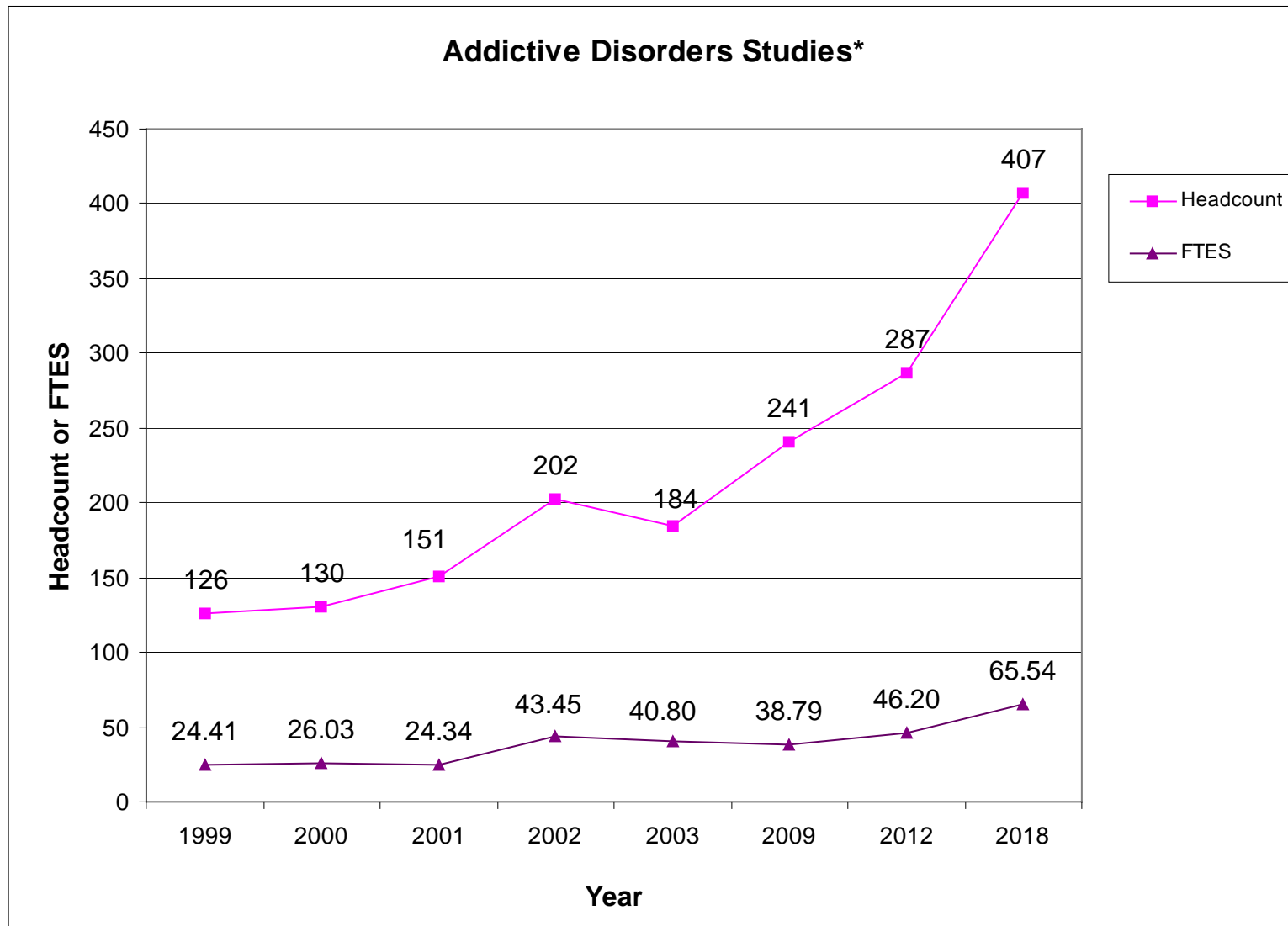
* Projected to grow at a rate higher than that of the college (6%).

Air Conditioning & Refrigeration

Program Description

  The Air Conditioning & Refrigeration program provides up-to-date vocational classes to serve the community need for job training. One full-time instructor (50 percent pre-retirement) and four part-time instructors conduct the program. In Fall 2000, the program shifted from a morning and evening program to a late afternoon and evening program to better accommodate working students. This change has resulted in sustained enrollment, while attracting a different clientele.

Future Development

  While the program will continue to grow, program enrollment growth is expected to be at a rate slower than the overall college growth rate at 2.5%. The 2000-2001 Occupational Outlook for Ventura County reflects an above average growth in job openings in the Heating, Ventilation, & Air Conditioning (HVAC) industry, but also reflects the typical requirement of work experience beyond education. This outlook will contribute to enrollment primarily by students who are currently employed and seeking job advancement. Curriculum has been modified, as technological innovations in the discipline require.

Implications for Facilities

  Current classroom facilities are projected to remain adequate for the next seven to ten years.

Air Conditioning and Refrigeration*
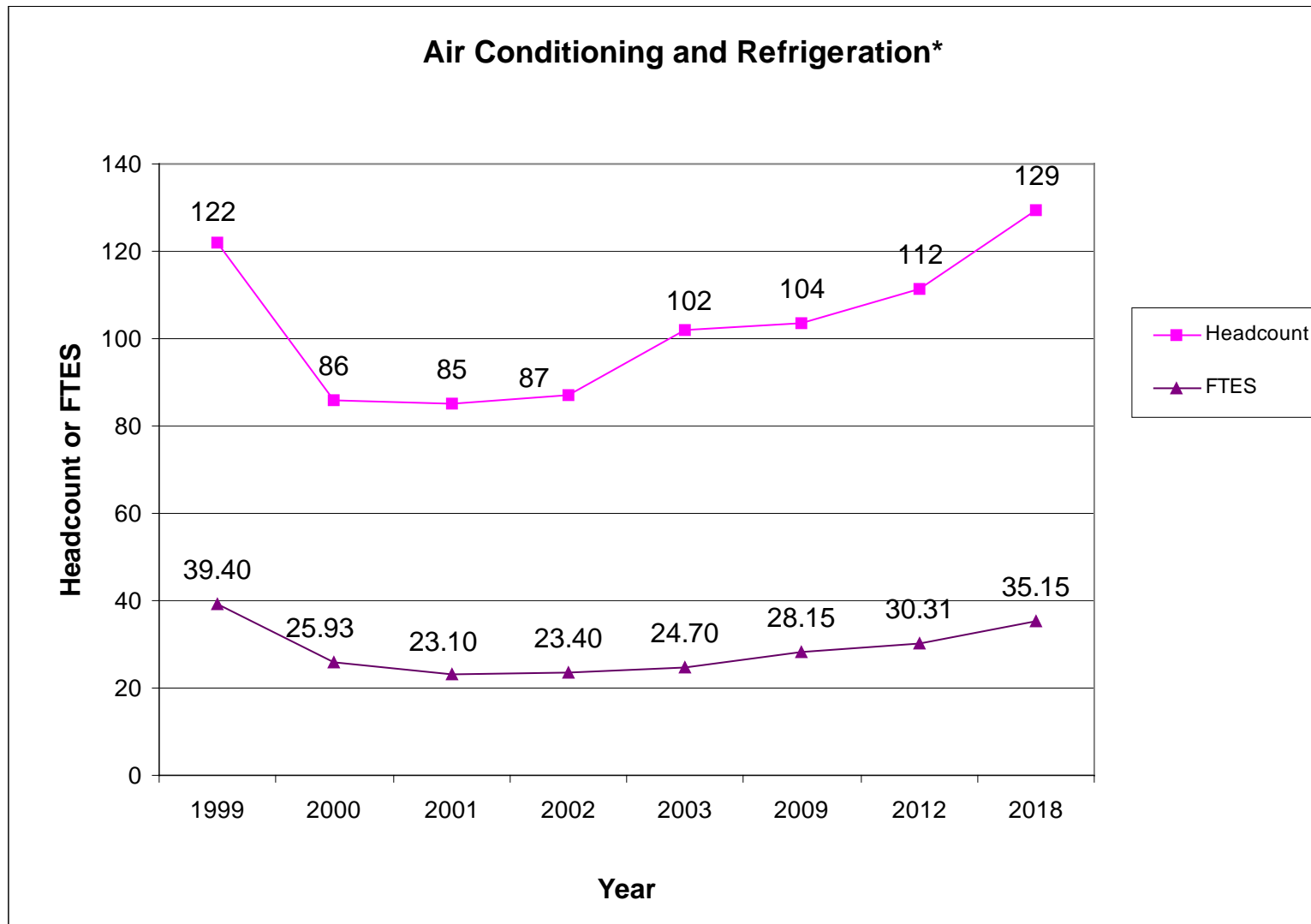
* Projected to grow at a rate lower than that of the college (2.5%).

American Sign Language

Program Description
American Sign Language (ASL) functions as one of the five languages in the college's Foreign Languages program. ASL is one of the three languages that are currently taught. As with other foreign languages, the ASL program seeks to provide students with language skills that will prepare students for transfer, enhance their ability to communicate in a diverse society and in the global community, and enhance their understanding, experiences, and appreciation of diverse cultures. The ASL curriculum consists of a five-semester language and culture acquisition sequence. All courses are offered in a regular rotation. At present, the day program is offered primarily at local high school campuses, which has led to a dramatic increase in the WSCH/FTEF ratio in the day program. The on-campus program is primarily an evening one; however, an afternoon program is growing. The ASL program is also a feeder to the college's Interpretation program, the only such program in the county.

Future Development
Growth in the ASL program has been dramatic since the partnership with local high schools began, and growth will continue in the program at a rate at least comparable to the college as a whole. As the general education population of the college increases, the population of students taking foreign languages – particularly ASL courses – will also increase.

Implications for Facilities
ASL classes are offered both on and off campus. They require general classroom space only, with availability of mediated instruction, which would include ASL software, and a dedicated ASL classroom designed for visual language learning. Access to a consistently staffed lab environment is critical to the program.

American Sign Language
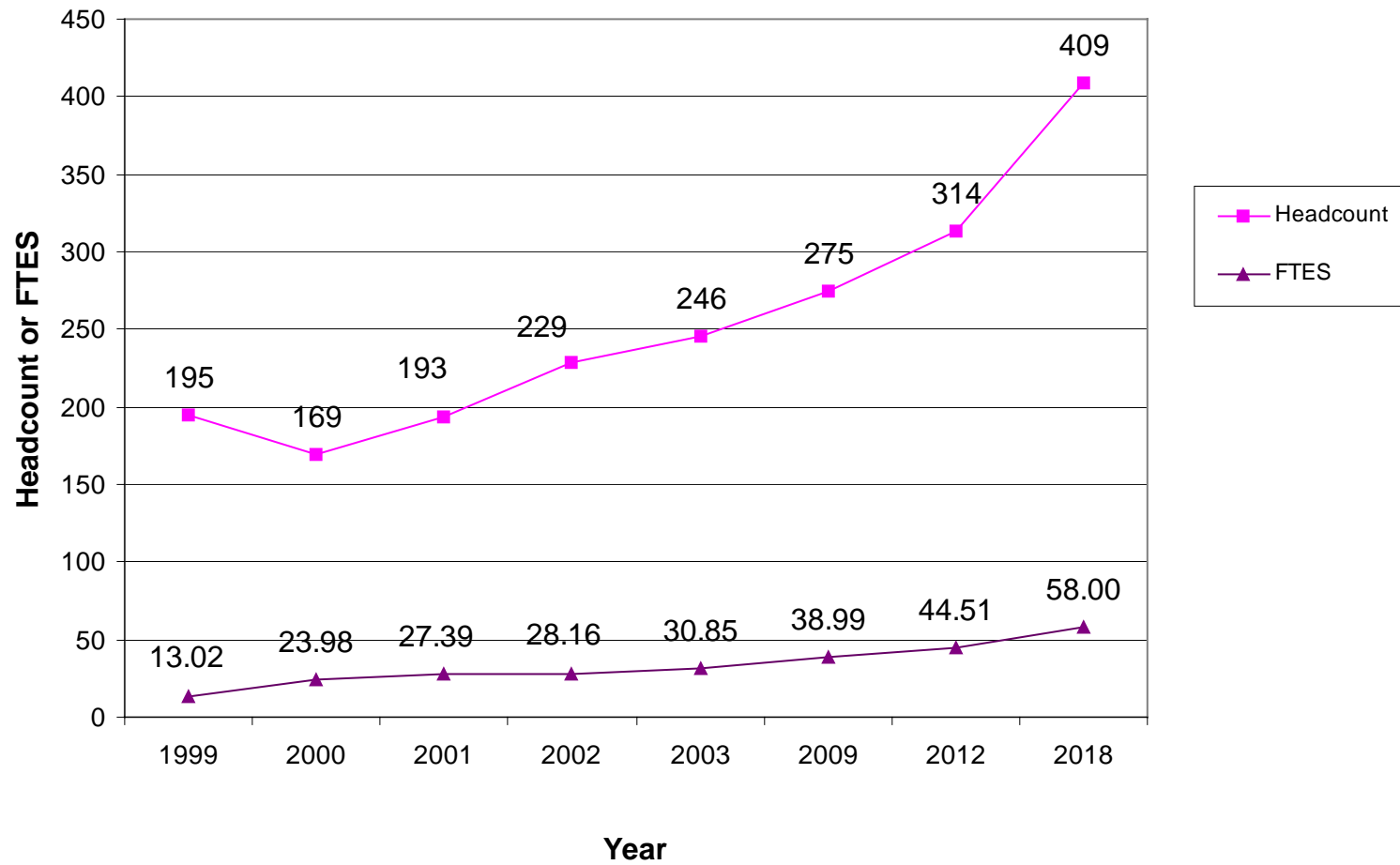
Anatomy

Program Description

Anatomy is offered within the biological sciences curriculum. The curriculum is aimed at students majoring in the biological sciences, students in the college's Dental Hygiene program, or students majoring in other subjects who desire to enhance their scientific awareness or satisfy general education requirements. The curriculum also prepares students for transfer.

Future Development

Current program growth is projected to continue at or somewhat higher than the comparable college growth rate. Growth will be limited only by biological sciences staffing and budgetary considerations. There will be a need for an additional laboratory technician to service the labs and repair equipment and a full-time instructor, since part-time instructors are not available.

Implications for Facilities

Anatomy courses use general classroom space and science laboratory space. As the college's growth evolves, additional classroom space and science laboratory space will be required in one of the two new classroom buildings. A large Science lecture hall (capacity 150-200) will be needed for the multiple sections of large enrollment science classes (e.g., Anatomy R100). In addition, access to a computer lab as a primary user is needed for the Science Program.

Anatomy*

Headcount values: 43, 61, 62, 91, 81, 99, 118, 167

FTES values: 9.73, 13.80, 13.87, 22.00, 18.80, 22.11, 26.33, 37.35

Years: 1999, 2000, 2001, 2002, 2003, 2009, 2012, 2018
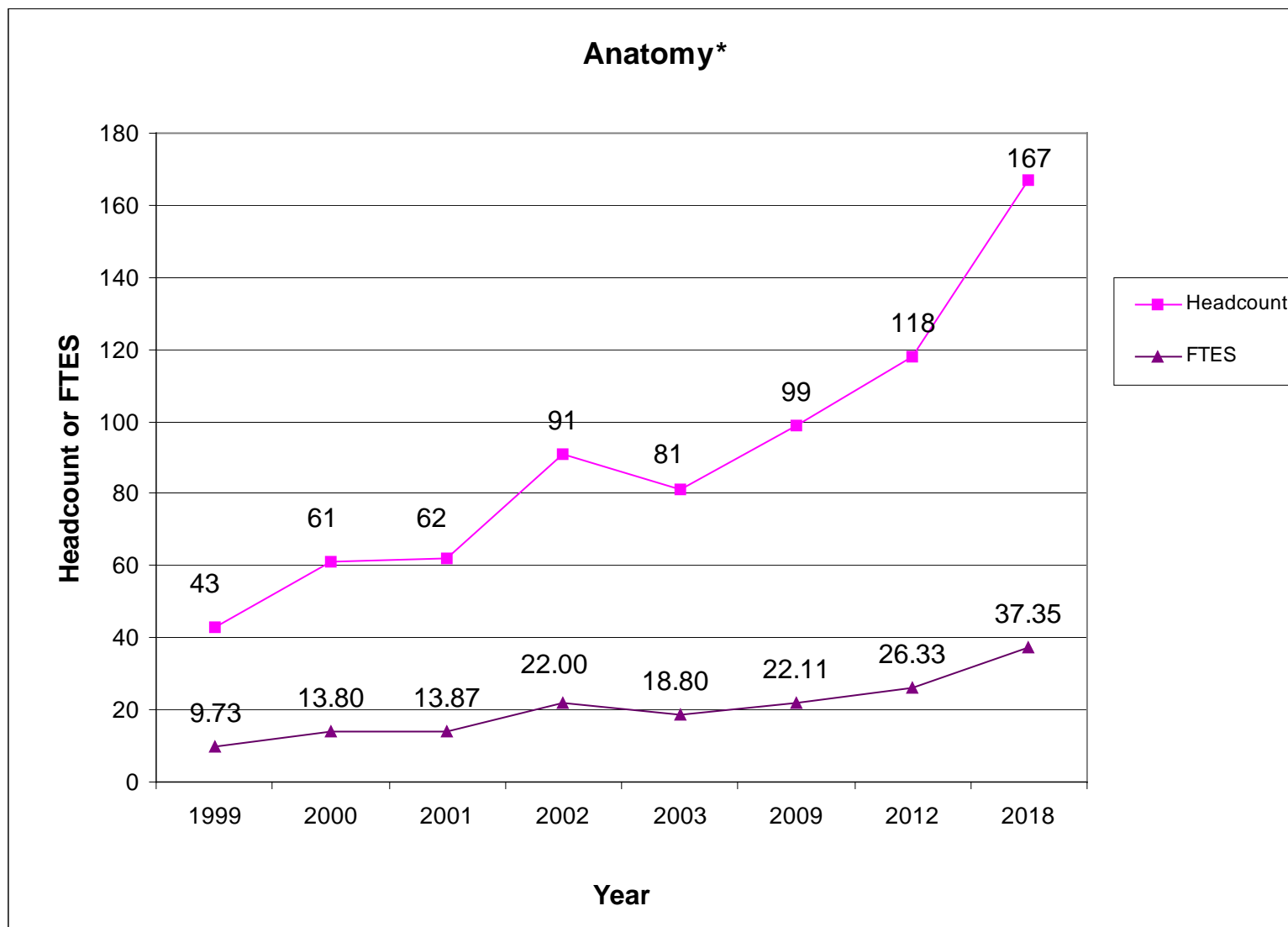
* Projected to grow at a rate higher than that of the college (6%).

Anthropology

Program Description

The Anthropology program offers courses in cultural and physical anthropology leading to an Associate degree. The program's range of courses is mainly offered as day, full-semester classes, but evening sections and periodic offerings in PACE are available. Anthropology courses leading to the degree are offered on a regular rotation. The program currently exceeds the District goal ratio of 525 WSCH/FTEF.

Future Development

Since the Anthropology program offers a broad range of courses such as Physical Anthropology that are in high demand by a variety of students to meet major and graduation requirements, class enrollments are expected to grow at rates higher than the college average. Also, new technologies maximizing the use of visual resources are essential for all classes in anthropology. A substantial increase in funding for the purchase of instructional resources is needed to compensate for years of under-funding. Parity with Ventura and Moorpark colleges should be sought.

We are far behind the state or district norms in the number of fossil casts and videos we possess. We need to increase the supply budget for those items.

Implications for Facilities

A large science-type lecture hall (capacity 150) is needed for the multiple sections of Physical Anthropology. The lecture room should have lab tables and space for microscopes as well as be fully wired and equipped with audio-visual resources. Internet connection is essential. In addition, an anthropology lab is needed with ample adjoining storage space for fossil casts, artifacts, videos and demonstration materials. Video conferencing capacity would be helpful.

Anthropology*

	1999	2000	2001	2002	2003	2009	2012	2018
Headcount	334	384	394	402	497	609	717	995
FTES	33.30	39.50	40.57	40.89	49.72	62.74	73.88	102.45
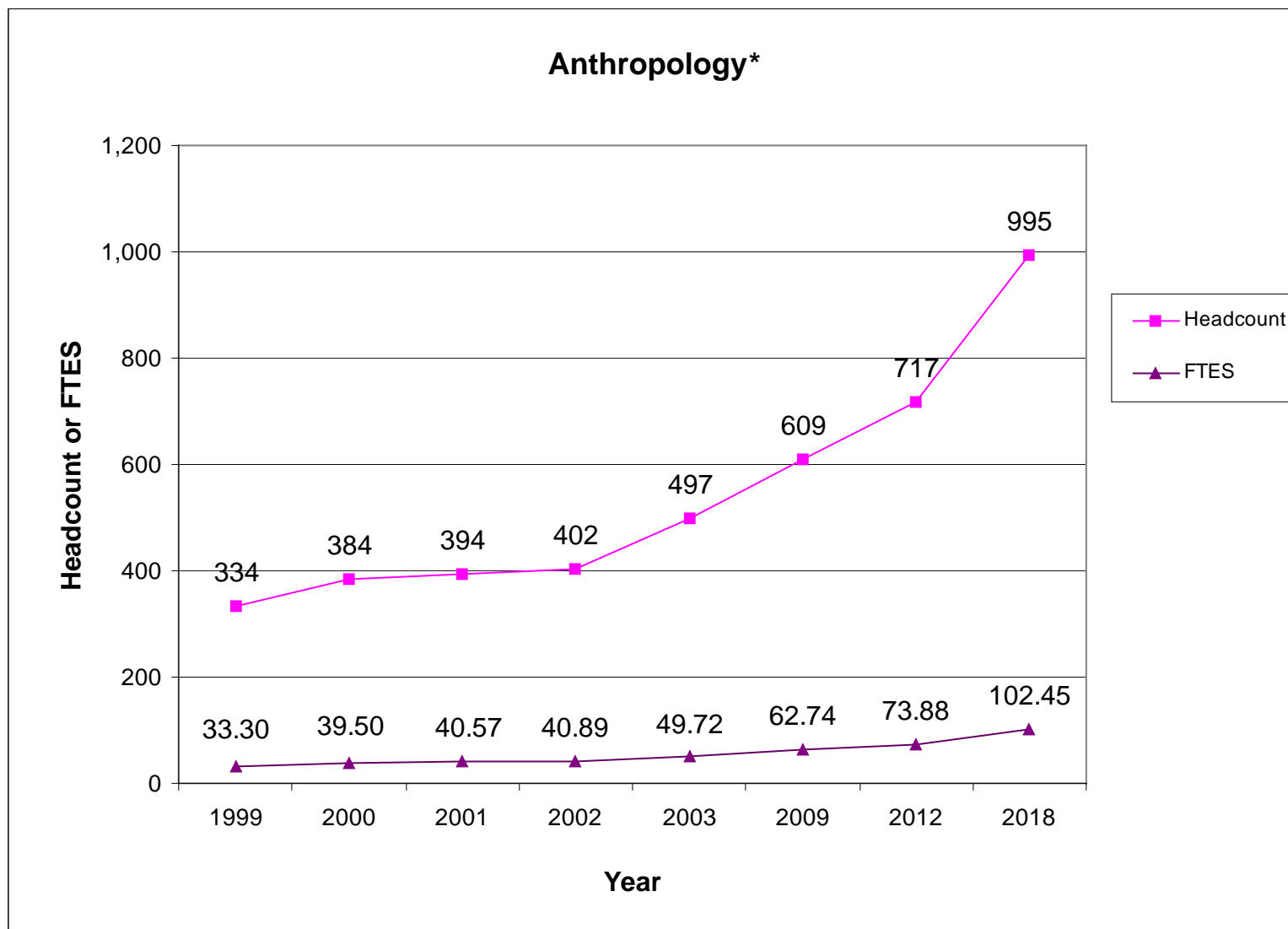
* Projected to grow at a rate higher than that of the college (5.6%).

Art

Program Description

The Art department offers an Associate degree with options in general art and two-dimensional and three-dimensional Studio Art. Courses also meet General Education and transfer requirements in Humanities. The department offers approximately 35 courses per semester, often concurrently, both day and evening. Overall, art classes average a WSCH of 2,050 per semester. Both art history and studio art majors regularly transfer to area and state universities and art institutes. The program also offers an evening curriculum in Graphic Art Design.

At present, a single lecture-mode Introduction to Photography course is offered by a part-time instructor. The course is designed for students with little or no previous photographic training.

Future Development

Expansion of the program will depend on both staffing and facilities. The program will grow at the same rate as the college. Throughout the college's history, two full-time faculty members – one in studio art, the other in ceramics – have provided the vast majority of instructional opportunities in two dedicated laboratories and adjacent storage/kiln firing spaces. The number of Art Appreciation classes is expected to increase as a result of the High School Partnership program with the Oxnard Unified High School District.

Graphic Arts is presently being offered at night. There is a proposal to offer day classes in the near future. The department currently has Multimedia and Photography classes during the day, the addition of day classes in Graphic Arts will assist the students with their day schedule, particularly the students in the Multimedia classes.

If a Photography program is a goal of the college (both Moorpark and Ventura colleges currently have full programs), it will need to be designed, approved and staffed.

Implication for Facilities

New classroom/laboratory space will be designed for the Art department as part of one of the general classroom buildings listed in the bond project. Preliminary planning will begin in 2004-05, with anticipated occupancy by 2007. At that time, additional full-time faculty will be needed, as well as increased budgetary resources. Art History and Appreciation classes will continue to require suitable general classroom/lecture hall space, with availability of mediated instruction.

Again, if the college chooses to move in the direction of a Photography program, customized facilities including darkrooms and computer laboratories, both requiring considerable expensive equipment, will need to be included in one of the bond project classroom buildings.

Art*
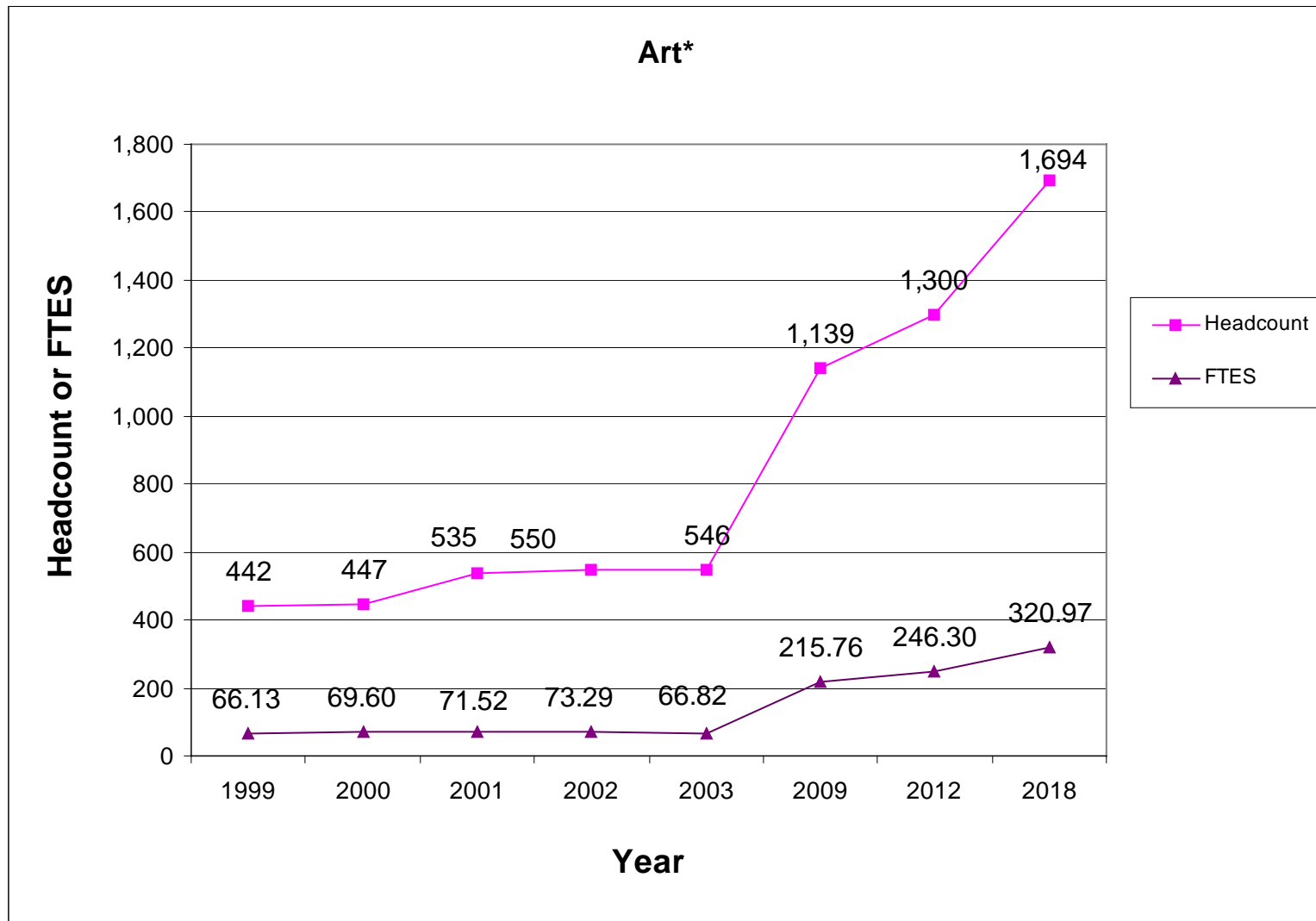
* Projected to grow at a rate higher than that of the college (enrollment -9.9% & FTES 14.8%) through 2009. From 2010 through 2018, the program is projected to grow at a rate comparable to that of the college

Articulation

Program Description
      The Articulation officer assists with the following services: planning, research, development, and revision of course outlines; development of articulation and guaranteed transfer agreements with four-year institutions; updating and production of the college catalog; and reporting of all curricular changes on a regular basis to the statewide articulation repository (ASSIST). A faculty member is assigned as Articulation Officer and serves on appropriate campus committees, as well as instate and regional associations.

Future Development
      Updating of course outlines is a current priority for the Articulation Officer. Other priorities include developing additional guarantee transfer agreements, working with CSU Channel Islands to articulate OC courses with CSUCI curriculum, and developing a web site to provide greater faculty and student access to articulation and transfer agreements. The campus needs a full-time articulation officer and clerical assistance.

Implications for Facilities
      The Articulation Officer will need a permanent office and additional storage space, and it is recommended to be housed in the new student services office. Related technology will also be needed to support the growing use of computerized databases.

Astronomy

Program Description

The Astronomy program provides an introduction to the discipline for both non-science and science majors. Two courses are offered: a lecture and a laboratory. The lecture course is designed to transfer to universities. The college's "observatory" is a shed with a roll-off roof near the athletic fields. It also serves as a storage facility for telescopes and other astronomical equipment.

Future Development

The program has enjoyed significant growth to date and is projected to grow at a rate comparable to or greater than the overall college growth rate. An additional laboratory technician will be needed to service the labs and repair equipment.

Implications for Facilities

To continue to attract students to the program, improvements in the "observatory" are necessary. Improved lighting and access to avoid potential injury to students are seen as critical. Astronomy courses use general classroom space and science laboratory space, as well as an observatory. As the college's growth evolves, additional classroom space and science laboratory space, as well as a significantly upgraded observatory, will be required. A large science lecture hall (capacity 150-200) is needed for the multiple sections of large-enrollment science classes (e.g., Astronomy R101). In addition, access to a computer lab as a primary user is needed for the Science Program.

Astronomy
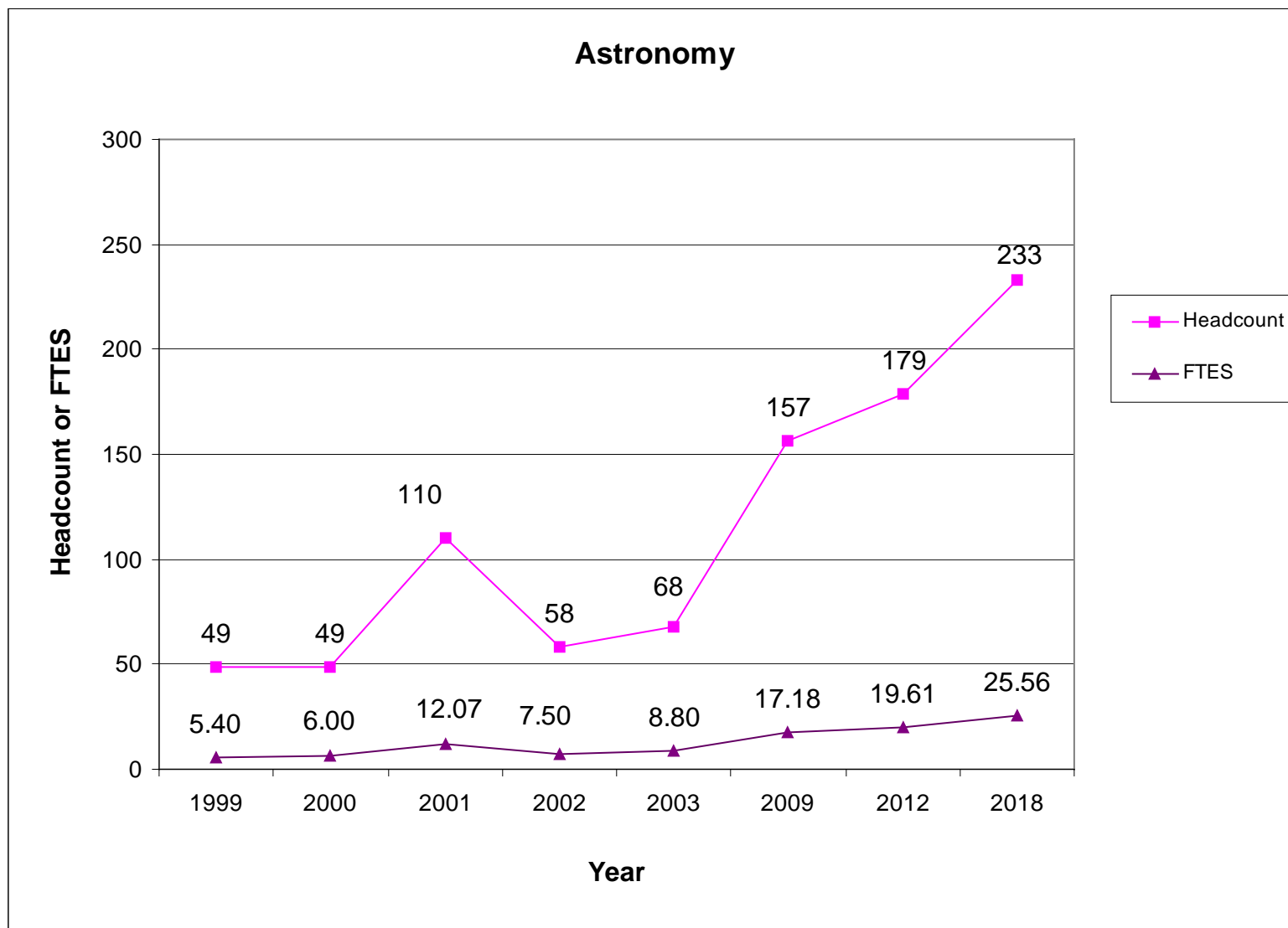
Athletics

Program Description

The Athletics department offers team intercollegiate competition in ten sports: women's and men's basketball, soccer, track, and cross country; women's volleyball; and men's baseball. A full-time athletic trainer (11-month employee) is on staff, as well as coaches for each sport. College scholar-athletes compete in the Western State Conference. The college strives to comply with Title IX and Gender Equity mandates.

Future Development

As the college grows, the number of scholar-athletes participating on intercollegiate athletic teams will grow at a comparable rate. This growth will necessitate the addition of assistant coaches, a counselor specifically for scholar-athletes, tutorial support, and improvements in supply budgets for such areas as the athletic trainer. Plans are in place to expand the number of sports offered to include softball, men's volleyball, and when facilities are constructed, swimming and water polo.

Implications for Facilities

Space in the current Physical Education complex is under review. Renovation and possible additional construction of the facility, including the addition of a swimming pool, will be undertaken during one of the later phases of the bond project, within seven to ten years. Outdoor facility improvements would include a softball diamond, an all-weather track, renovated tennis courts, and additional soccer fields.

Automotive Body Repair & Paint

Program Description

The Automotive Body Repair & Paint program provides students with learning opportunities at an entry level and addresses a significant community need. Students acquire vocational skills that lead to employment opportunities and potential for lifelong learning. The curriculum is regularly reviewed to maintain technological currency.

Future Development

The program will grow at a rate comparable to the college as a whole, with potential for even greater growth if recent projected governmental and industrial initiatives materialize. Growth will also continue to be contingent upon budget and adequate staffing. As an industry-driven program designed to meet a local need for trained employees, the program will be seeking Automotive Service Excellence program certification, which will lead to student certification in the program. Students will have opportunities, through an internship program; to work in local businesses to further refine their skills. Health and safety issues will be reviewed and addressed as they arise.

Implications for Facilities

The program is housed in the college's shop building adjacent to the Automotive Technology program and makes use of the paint booth and other facilities there. With program growth, the addition of the ventilation system, and the continuing need to upgrade equipment to remain current with California auto safety standards, some expansion of facilities will be needed. Installation of a new ventilation system will ameliorate health and safety concerns.

Automotive Body Repair and Paint
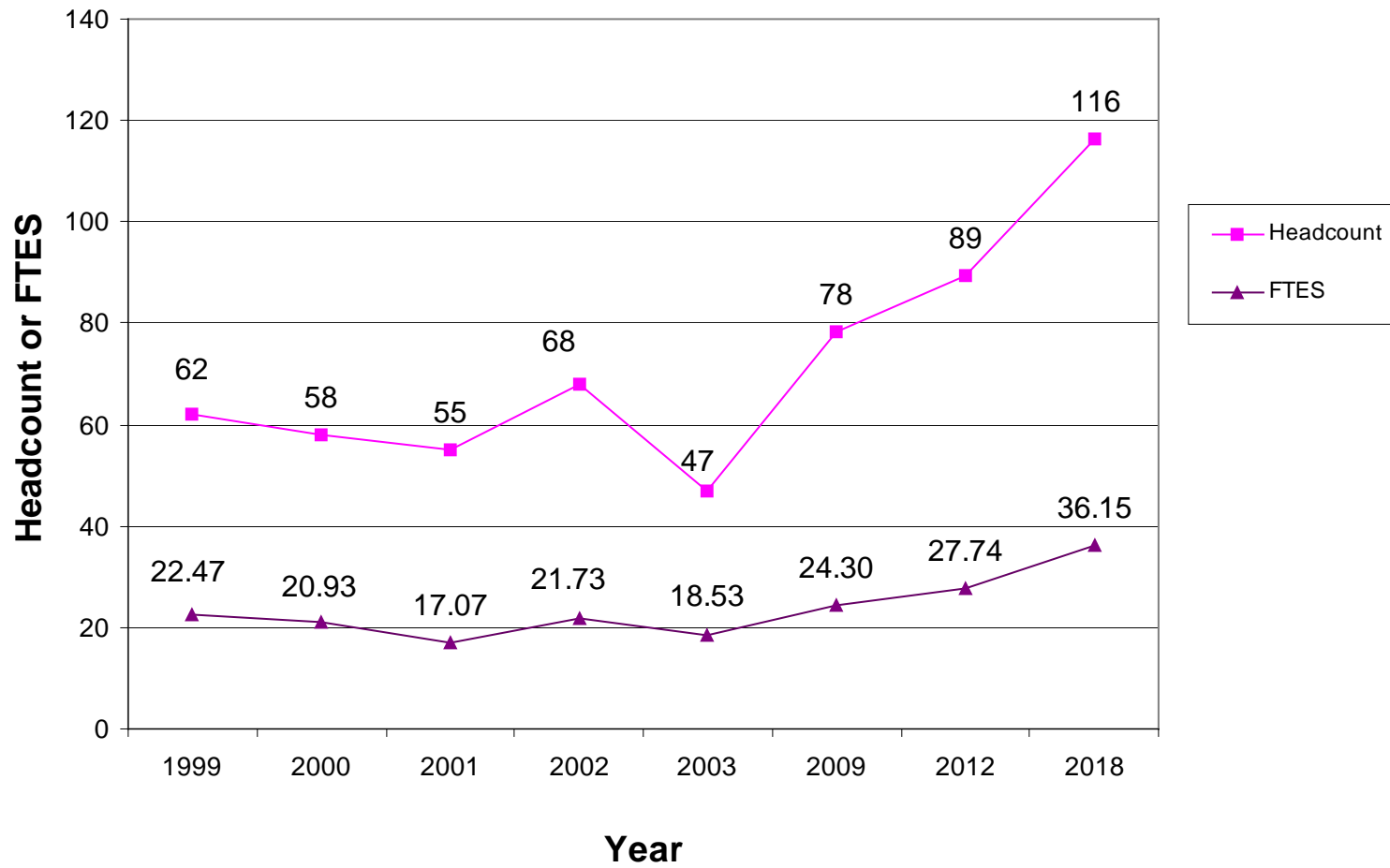
Automotive Technology

Program Description

The Automotive Technology department is an industry-driven program designed to meet a critical local need for Automotive Service Excellence (ASE) trained technicians. The program is certified by the National Automotive Technicians Education Foundation to provide a state-of-the-art learning environment, and is a certified State of California Smog Referee Inspection Station. As such, the program trains smog technicians.

Future Development

The labor market within the area serving the OC Auto Technology program includes four major industry groups with over 525 employers. The skill requirements for auto technicians has increased over the years and requires skilled technological training utilizing simulator training as well as hands-on open lab experience. The state reported placement rate in the program is 90% indicating a strong and viable job market demand. The program is expected to grow at a rate comparable to the college's overall growth. In order to meet the needs generated by that growth, as well as the projected needs of industry and the community, additional staffing was sought and a full-time hire has been added to the Automotive Technology staff for Fall 2004. This will allow further program expansion. Worn out equipment needs to be replaced to alleviate safety concerns.

Implications for Facilities

The Automotive Technology program is housed in its own 8-bay facility currently serving 277 students and will need to be expanded as the program grows to its expected capacity. Recently, plumbing problems have surfaced which need to be addressed to provide healthy facilities for students and staff.

Automotive Technology
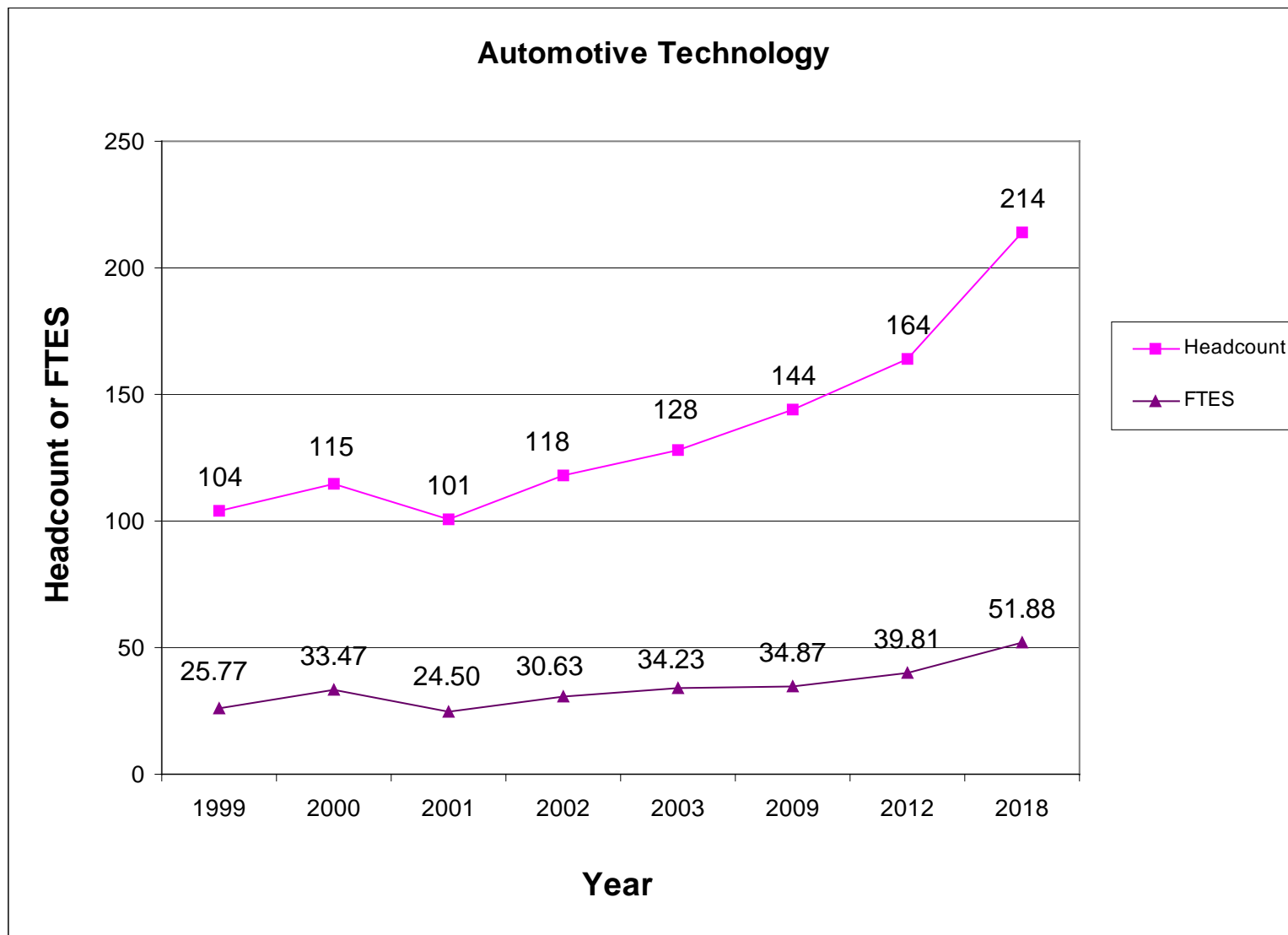
Biology

Program Description

Biology is a degree-granting discipline that includes courses in Anatomy, Microbiology, Physiology, and Marine Biology. This program prepares students for entry into Baccalaureate, Medical and Dental, Nursing, Dental Hygiene, and Physical Therapy programs. It also provides instruction in both lecture and laboratory classes for science and non-science majors to complete general education requirements and to prepare students for transfer to universities.

Future Development

Current program growth is projected to continue at or somewhat higher than the comparable college growth rate. In order to meet the needs this growth will generate, and considering current limitations on course offerings, additional full-time staff is necessary since part-time instructors are not available. An additional laboratory technician is needed to service the labs and repair equipment.

Implications for Facilities

Biology courses currently use general classroom space and science laboratory space in the Letters & Science building. As the college grows, additional classroom space for both lecture and science laboratory space with appropriate technology will be required. A large Science lecture hall (capacity 150-200) is needed for the multiple sections of large-enrollment science classes (e.g., Biology R101). In addition, access to a computer lab as a primary user is needed for the Science Program.

Biology*

Headcount values: 297, 327, 358, 448, 472, 571, 680, 964

FTES values: 39.40, 37.38, 41.97, 57.00, 55.77, 66.89, 79.67, 113.02

Years: 1999, 2000, 2001, 2002, 2003, 2009, 2012, 2018

Y-axis: Headcount or FTES
X-axis: Year

Legend: Headcount, FTES
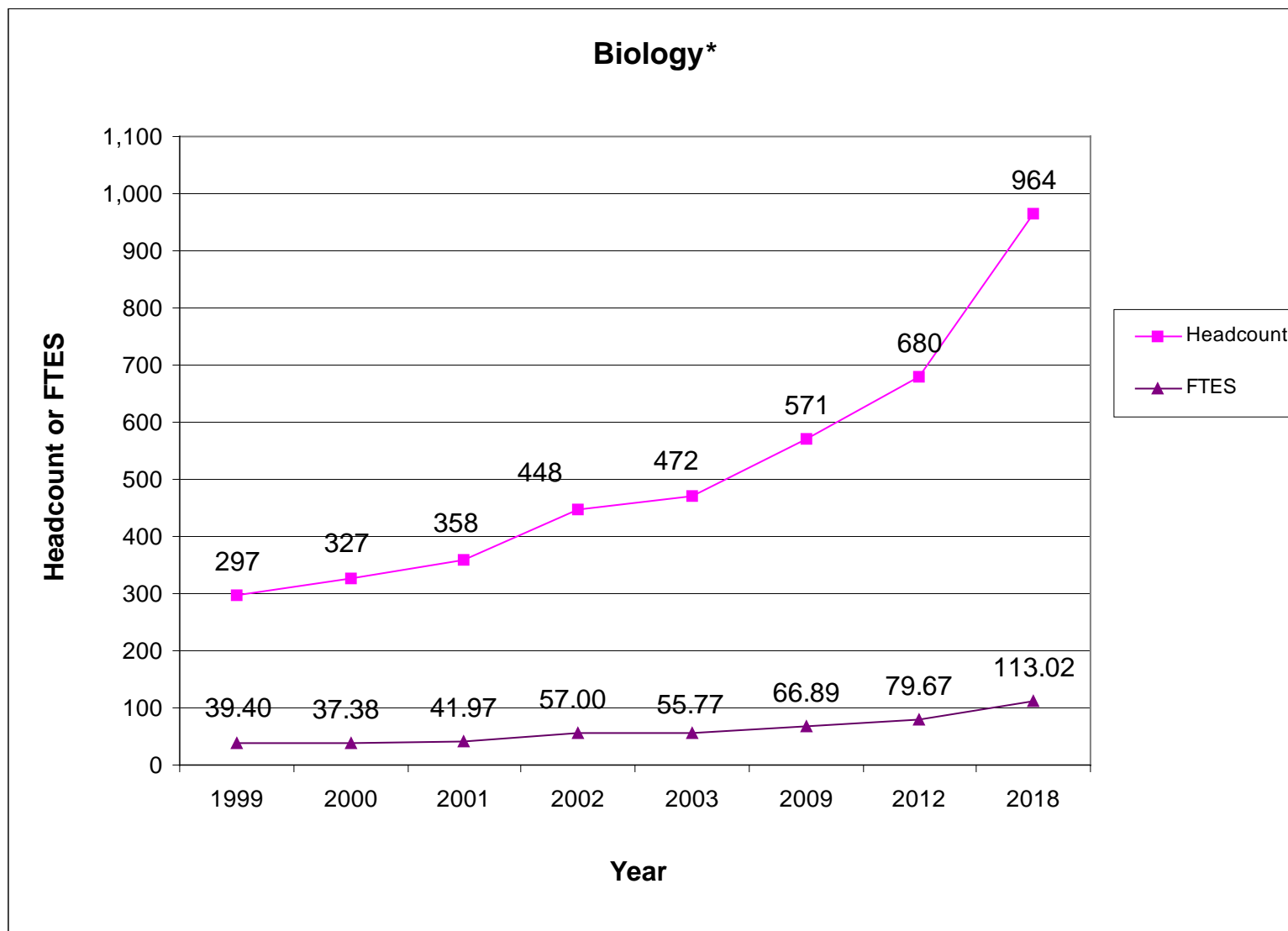
* Projected to grow at a rate higher than that of the college (6%).

Business

Program Description

The Business department offers four distinct programs with certificates and degrees in each:

Accounting – Accounting offers basic training in Accounting and related fields for both students seeking employment and those already employed needing skills improvement.

Business – This program is designed for students planning to transfer to a four-year college or university as a Business major.

Business Management – This program prepares students for entry-level managerial positions. Such positions might include responsibility for formulating and implementing policies and overseeing other work levels within the organization.

Marketing – This program prepares students for positions as management trainees, buyers, final operations functionaries, and manufacturing representatives.

The curriculum is offered based on a two-year matrix that is published in the college's Schedule of Classes each semester. This matrix enables Business students to plan their entire curriculum and make needed program modifications in a timely manner. In addition, a Business track is available through the PACE program in an accelerated format. As a transfer program, it incorporates Accounting courses. Lastly, Business courses are currently offered through contract education to Navy personnel at the Ventura County Naval Base.

Future Development

Ventura County Economic Development Department reports that employment needs in this business related areas are expected to grow about 11 percent (in accounting; slightly less in other areas). To meet the anticipated demand from the community, additional staffing and facilities will be required, dependent upon budgetary constraints. As technology continues to impact all areas of business, additional curricular development will be necessary. Additionally, as the community's degree of diversity increases, the need for multi-lingual faculty and staff will be heightened. A new faculty position is planned for Fall 2004.

Implications for Facilities

Business classroom needs will consist of both general classroom space and "smart" classrooms with tables for laptop computers. Additional classroom space will be forthcoming during the first two phases of the bond project.

Business
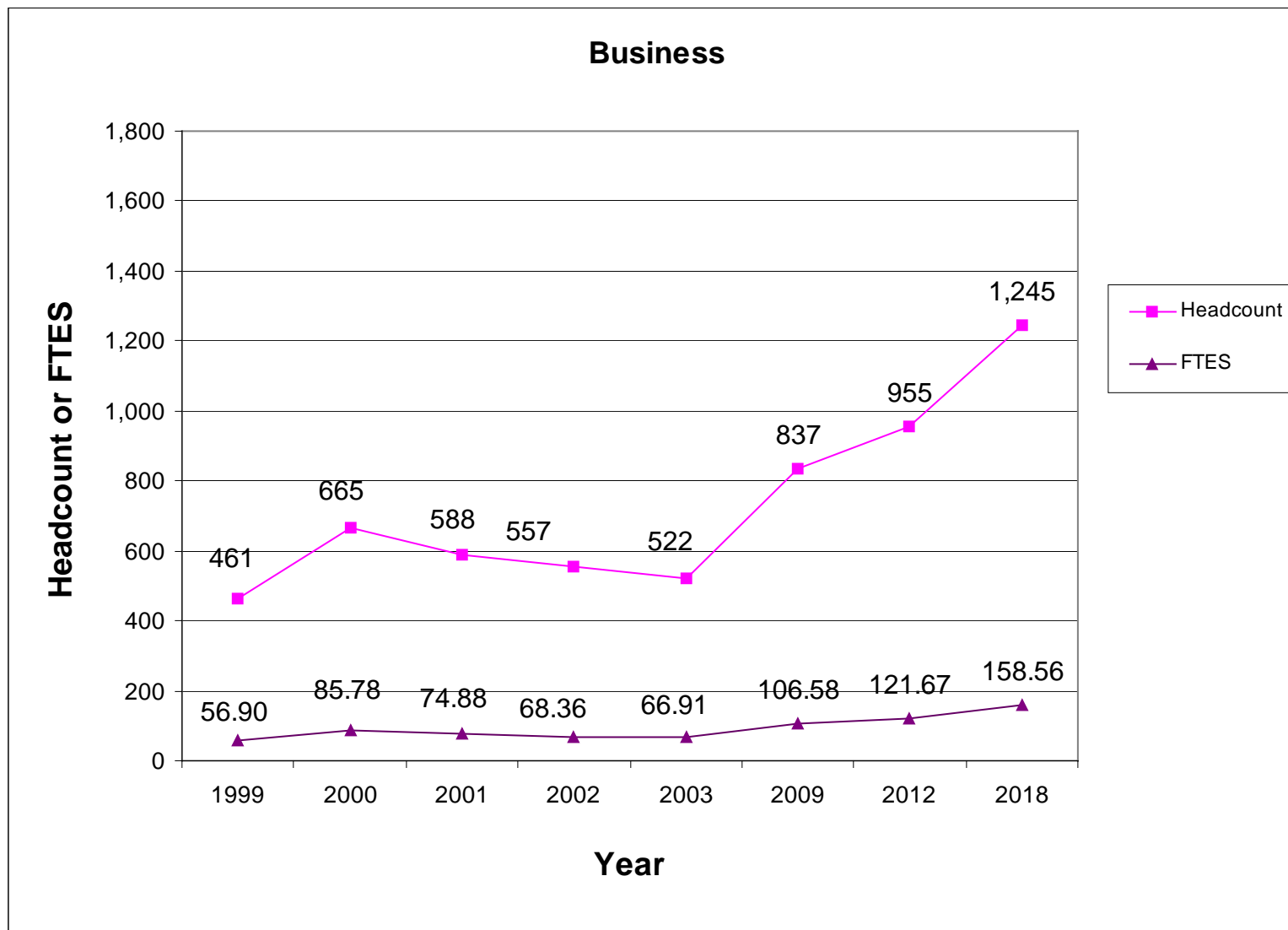
Chemistry

Program Description
Chemistry is offered to meet the needs of many transfer programs. Every science program requires at least one Chemistry course, and the entire Chemistry curriculum is transferable to both the CSU and UC Systems. In addition to courses for transferring non-science majors, courses are also offered for students in Nursing and Dental Hygiene programs. Courses are offered during both day and night hours on a staggered schedule.

Future Development
Growth of the program is expected to be at least comparable to the college's projected growth. This growth will necessitate increased offerings, and the program plans to increase both day and night offerings as growth warrants. The program has two newly remodeled laboratories wired for Internet access and the use of laptop computers during both lectures and laboratory exercises. An additional laboratory technician is needed to service the labs and repair equipment.

Implications for Facilities
Chemistry courses use general classroom space and science laboratory space. As the college's growth evolves, additional classroom space and science laboratory space will be required. A large Science lecture hall (150-200) is needed for the multiple sections of large-enrollment science classes (e.g., Chemistry R100). In addition, access to a computer lab as a primary user is needed for the Science Program.

Chemistry

Headcount or FTES values:

- Headcount: 131 (1999), 176 (2000), 225 (2001), 252 (2002), 164 (2003), 320 (2009), 366 (2012), 476 (2018)
- FTES: 32.81 (1999), 41.97 (2000), 53.30 (2001), 58.87 (2002), 40.83 (2003), 75.87 (2009), 86.61 (2012), 112.86 (2018)
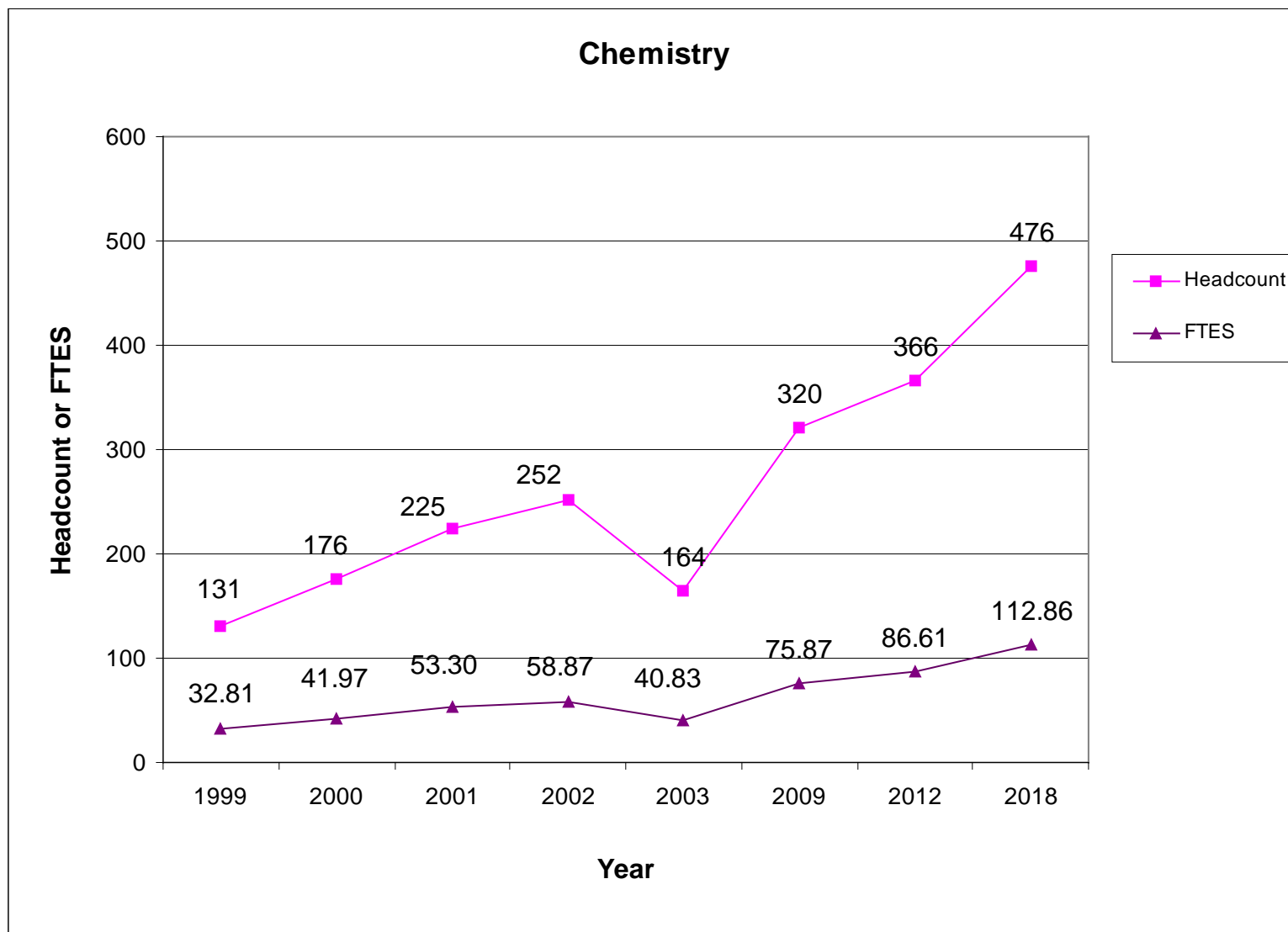
Chicano Studies

Program Description
 The Chicano Studies program offers four courses that explore the impact and influence of the Mexican people historically, culturally, and sociologically. Courses meet a range of transfer requirements, including History and Gender/Ethnic Studies.

Future Development
 The Chicano Studies Program is expected to grow at a slightly higher rate than the college. The program matches the interests of the community, local high schools are asking for Chicano Studies courses to be taught in their schools and paraprofessional programs encourage their students to take courses in this area.

Implications for Facilities
 Full and regular access to a fully wired and equipped classroom is essential. Use of a social science laboratory (capacity 40) is necessary. Distance learning capacity extended into local schools and community facilities would expand the quality and quantity of instruction in this program.

Chicano Studies*

Values shown:
- Headcount: 1999: 77, 2000: 123, 2001: 96, 2002: 127, 2003: 142, 2009: 153, 2012: 182, 2018: 259
- FTES: 1999: 17.90, 2000: 12.50, 2001: 9.30, 2002: 7.19, 2003: 6.13, 2009: 14.82, 2012: 17.65, 2018: 25.04

Axis: Headcount or FTES (0–300) vs Year
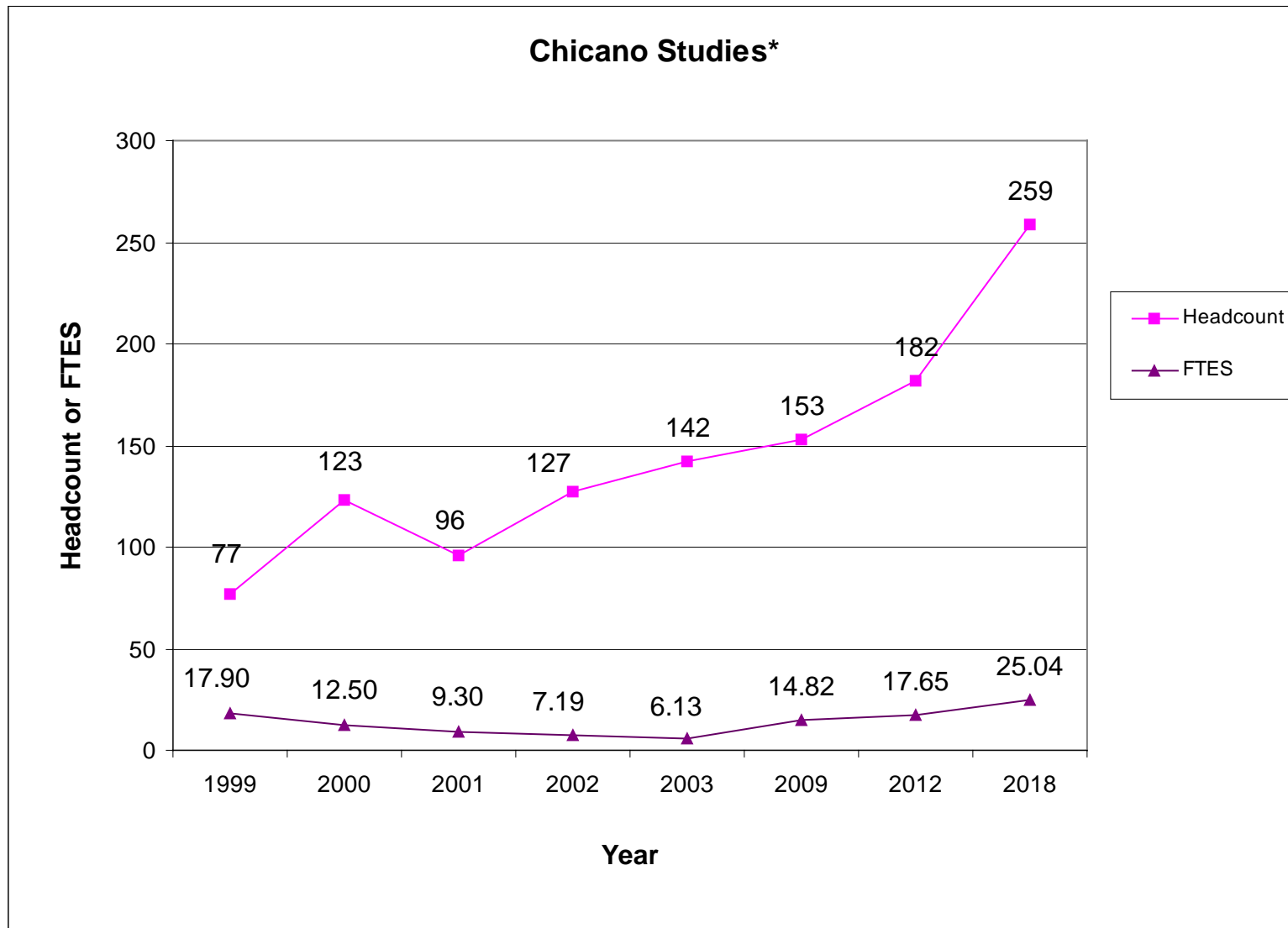
* Projected to grow at a rate higher than that of the college (6%).

Child Development

Program Description

The department is committed to providing instruction for the quality education of young children and for quality child care. This commitment is based on ethical standards of behavior, which emphasize respect for the dignity, worth, character, code of conduct, and uniqueness of each individual college student, each faculty and staff member, each child and each family. Curriculum focuses on theoretical foundations as well as practical applications, providing students with a competent and eclectic perspective of their future professional, educational, and vocational endeavors. In addition, the National Association for Education of Young Children (NAEYC) accreditation standards, best practices, and developmentally appropriate practices are utilized as foundations and fundamentals of quality child care and education. Several courses are offered in a bilingual format. The Child Development staff works closely with the Oxnard College Child Development Center staff.

Future Development

The expected growth and diversification of the Child Development program will continue at a rate at least comparable to the college as a whole. Enrollment in introductory classes will increase substantially. Also, there will be a demand for many special courses to serve the various paraprofessional and vocational goals of the program. Classroom instruction must interface with observation and interactive opportunities in the Child Development Center.

Implications for Facilities

Enrollment trends in introductory courses, already at capacity, will require in the next five years at least three suitably equipped, additional classrooms on campus as well as off campus. A large classroom (capacity 70) with a table/chair format to facilitate group discussion is needed. Sinks and large storerooms should be available in classrooms dedicated to child development classes. A large laboratory (capacity 40) is needed as well as specialized facilities for interacting with children.

Child Development
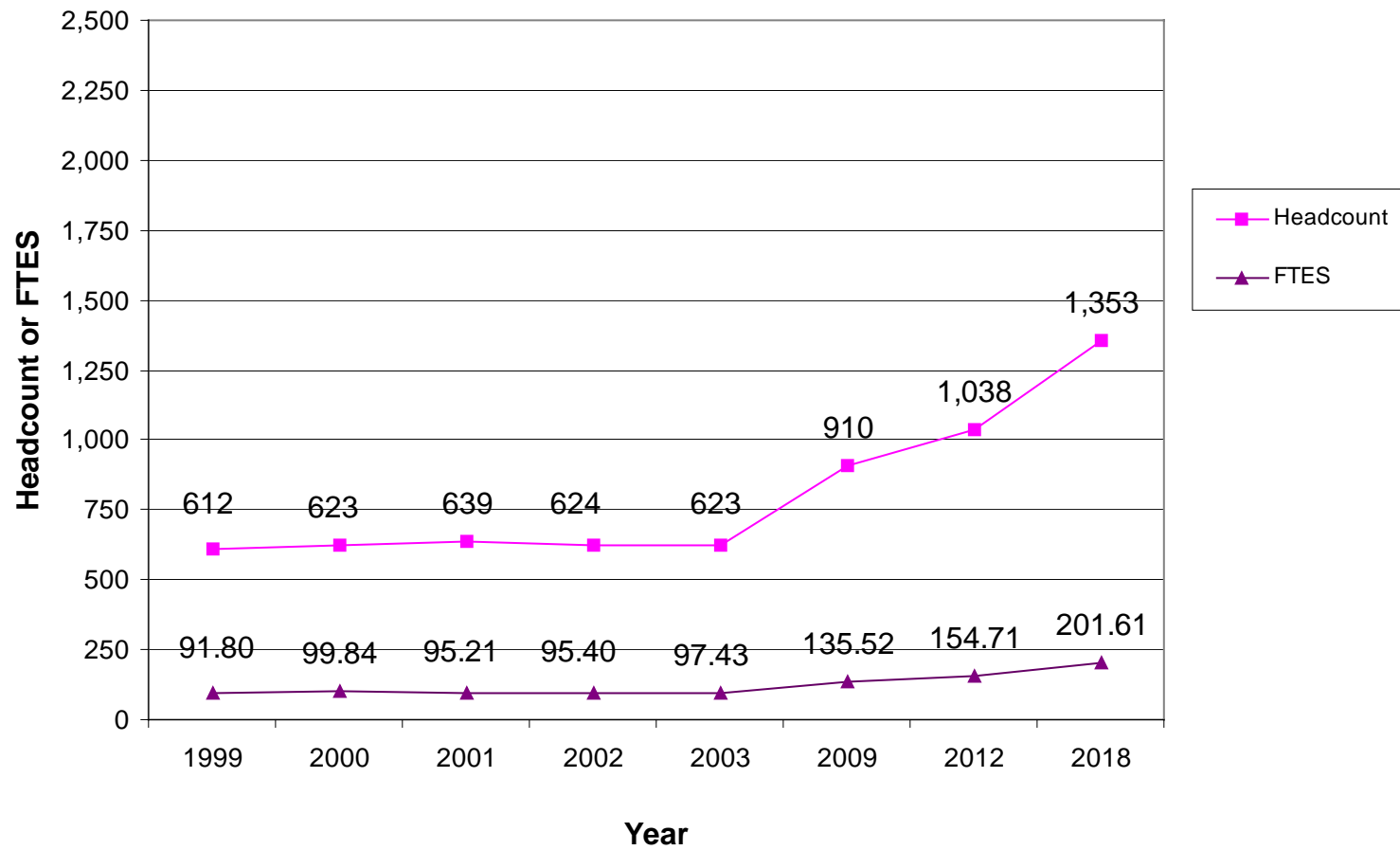
Computer Information Systems (CIS)

Program Description
The Computer Information Systems program, which is part of the Business department, is designed for students interested in basic computer information systems concepts, principles, and techniques. Students are prepared to enter the field of information systems technology as business applications specialists and junior programmers. The program is oriented to applying computer information systems skills to a business, industry, or government environment using microcomputer systems. Students can earn an Associate of Science degree or Certificate of Achievement. Within the CIS program, additional degrees or certificates may be obtained in the following areas: Administrative Assistant, Office Technology, and Office Microcomputers.

Future Development
The program will grow at a rate comparable to the college as a whole. The program expects to be an educational partner with CSU Channel Islands and that factor, plus the projected growth, will necessitate "smart" classrooms for most appropriate and effective instruction. In addition, to meet the needs that this growth will produce, a full-time faculty hire is planned for Fall 2004.

Implications for Facilities
General classroom issues, including the need for "smart" classrooms, will be addressed as part of the bond project. Having reached capacity in computer labs for late afternoon and evening classes, additional computer laboratories will also be necessary as the program grows.

Computer Information Systems
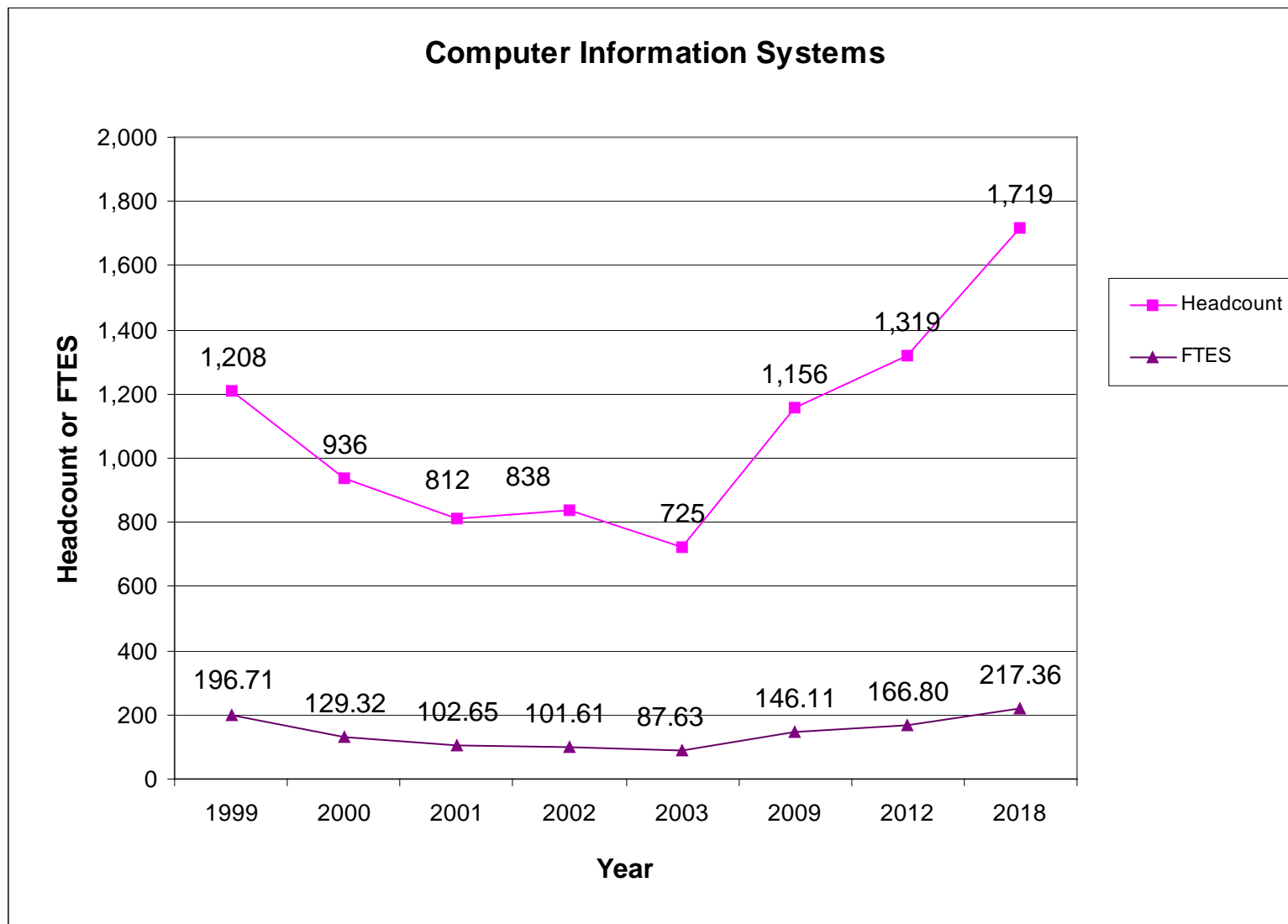
Dental Hygiene

Program Description

The Dental Hygiene program trains students in a field for which there is great demand. Each Fall semester, the program enrolls 18 students who have met minimum requirements for admission. The program currently serves 36 students per year and has enjoyed a 95 percent retention rate. The employment rate for graduates is 100 percent. The overwhelming majority of students in the program live in the Ventura/Santa Barbara area. Students are trained in oral examination, oral prophylaxis (scaling, root planning, soft tissue curettage and polishing teeth), exposing and processing dental x-rays, and administering local anesthesia. Graduates of the program are eligible to take the National Board Examination and the California Dental Hygiene Clinical Licensing Board Examination. The program also serves nearby schools: Dental Hygiene students visit several elementary schools in the area and provide such services as oral hygiene instruction and nutritional counseling. The Dental Hygiene program is fully accredited by the Commission of Dental Accreditation. The program ranks 2nd nationally (out of 236 schools) in graduate pass rates on the National Board Examination in 2003. The program has also had a 100 percent pass rate on the State examination for students taking the exam within six months of graduation from the program.

Future Development

The program's growth rate is limited by available facilities, both building and equipment, as well as by the number of instructors available, since one instructor is required for every six students. The program's enrollment is projected to remain flat during the projected period. However, the program plans do include expanding outreach and mentoring programs to enhance the diversity of students in the program and the development of technology that could enable the program to offer online courses to other community colleges. In addition, the program plans to develop a web site and, potentially, an online admission process.

Implications for Facilities

Renovation of the existing Dental Hygiene facilities will be constructed as part of the Measure "S" bond project.

Dental Hygiene*
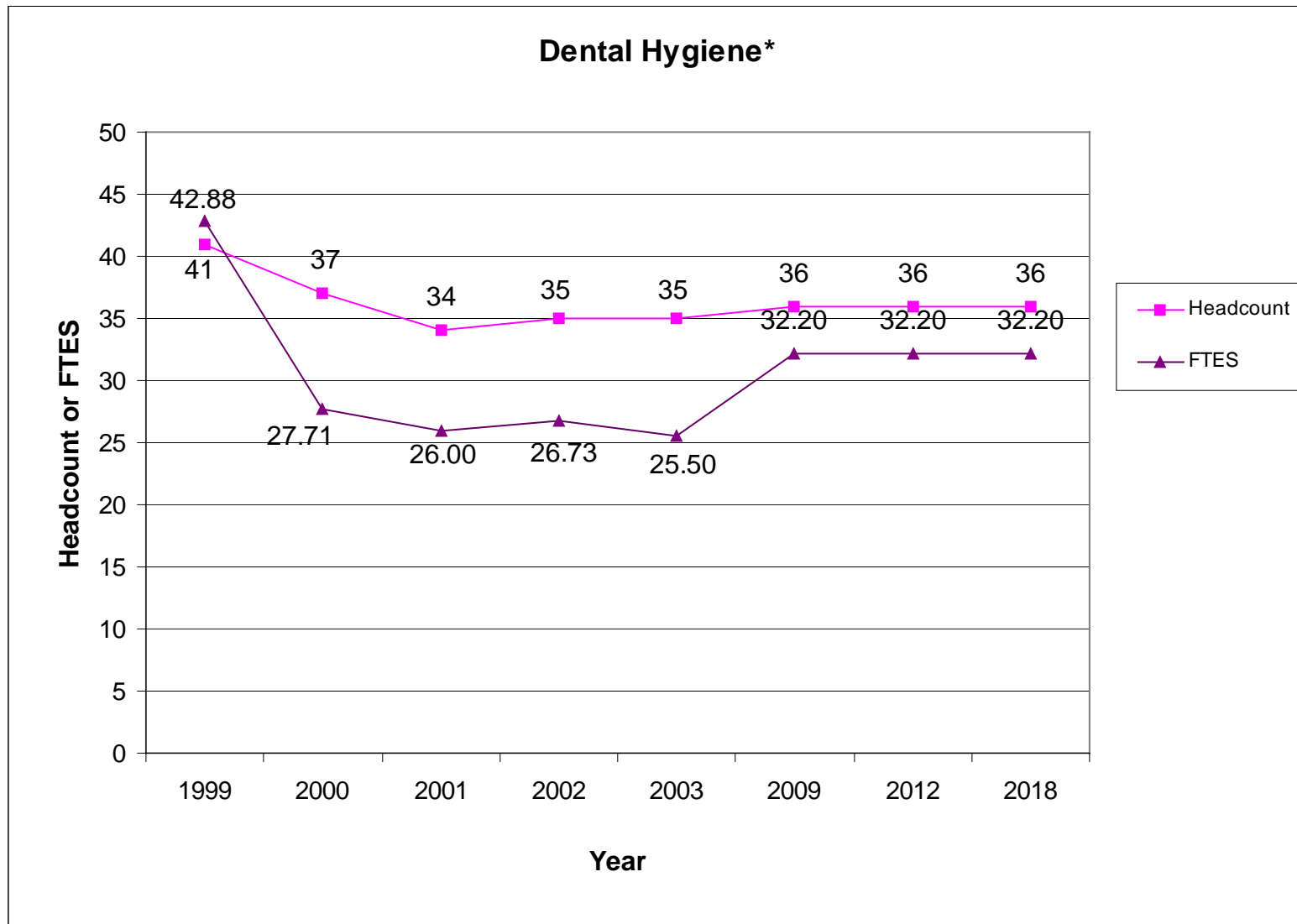
* Projection is flat based on two 18 student-cohorts (first and second year) enrolled each semester.

Economics

Program Description

The Economics program offers an Associate of Arts degree. Courses offered include basic introductory courses in micro- and macroeconomic theory both during the day and in the evening. Statistics classes are also offered. The program has one full-time faculty member. Courses are taught in the following formats: traditionally, accelerated, and via television.

Future Development

Since the Economics program services a wide variety of majors and programs including high school outreach, it is expected to grow at the same rate as the college average. Also, instruction in Economics will require a high level of technology including Internet access and interactive conferencing.

Implications for Facilities

Regular access to a lecture hall (capacity 75-100) will be needed for introductory sections of Economics. In addition, some Economics classes need to be taught in a fully equipped laboratory with a capacity for interactive distance learning for 40 students per section. Resources for off-campus instruction will be needed.

Economics
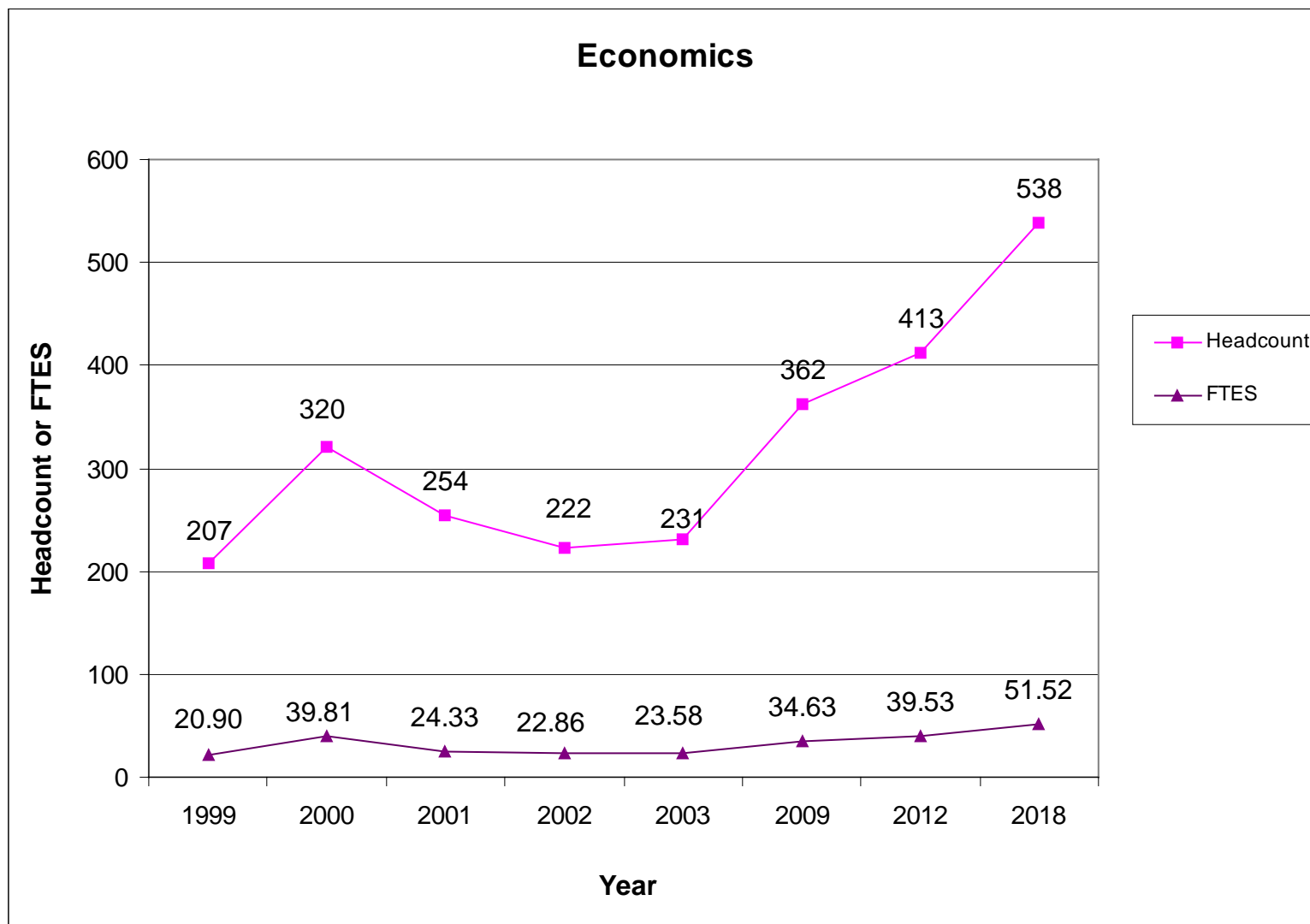
Engineering Technology (CISCO Program)

Program Description
Emphasis in the Engineering Technology program is on practical skills for engineering technicians. The program offers an Engineering Technology transfer program, as well as two Associate of Science degree programs and several Certificate of Achievement programs. In addition to courses of study in Engineering Technology and Computer Networking, the program also trains CISCO-Certified Networking Associates, Microsoft Certified Engineers, and CISCO Certified Wireless Training. The college is one of two CISCO Regional Networking Academies in Ventura County and is a Microsoft Authorized Academic Training Provider and a Computing Technology Industry Association A+ Training Center. Due to demand and limited space, the program offers its curriculum on weekends, as well as conventionally in the evenings. Both traditional and web-based instructional modes are used, which have enhanced retention and success rates.

The program has initiated a partnership with CSU Fresno to permit Oxnard College Engineering Technology students completing a Baccalaureate degree to take upper division CSUF courses at Oxnard College effective Spring 2003.

Future Development
The program is expected to grow at a rate slower than the college as a whole. However, the availability of appropriate instructional equipment is critical to the program. The program is also active in a regional collaborative effort supported by an NSF Project CREATE grant supporting equipment purchases as well as professional development activities. Through Project CREATE's efforts, the program's full-time faculty plans to undertake teacher-training workshops to enhance program instruction with an eye toward improving student retention.

Implications for Facilities
In Fall 2003, the Engineering Technology program moved from the five-classroom Camarillo Center to three classrooms on campus. One of the three classrooms, JCC-3A, is used solely for Computer Upgrade and Repair and presents some challenges for an open lab. With anticipated future growth, it is realistic that they will outgrow current facilities.

Engineering Technology*

Headcount values: 148, 164, 293, 244, 165, 386, 428, 526

FTES values: 12.80, 79.07, 100.53, 79.07, 54.67, 132.38, 146.77, 180.42

Years: 1999, 2000, 2001, 2002, 2003, 2009, 2012, 2018

Legend: Headcount, FTES

Y-axis: Headcount or FTES

X-axis: Year
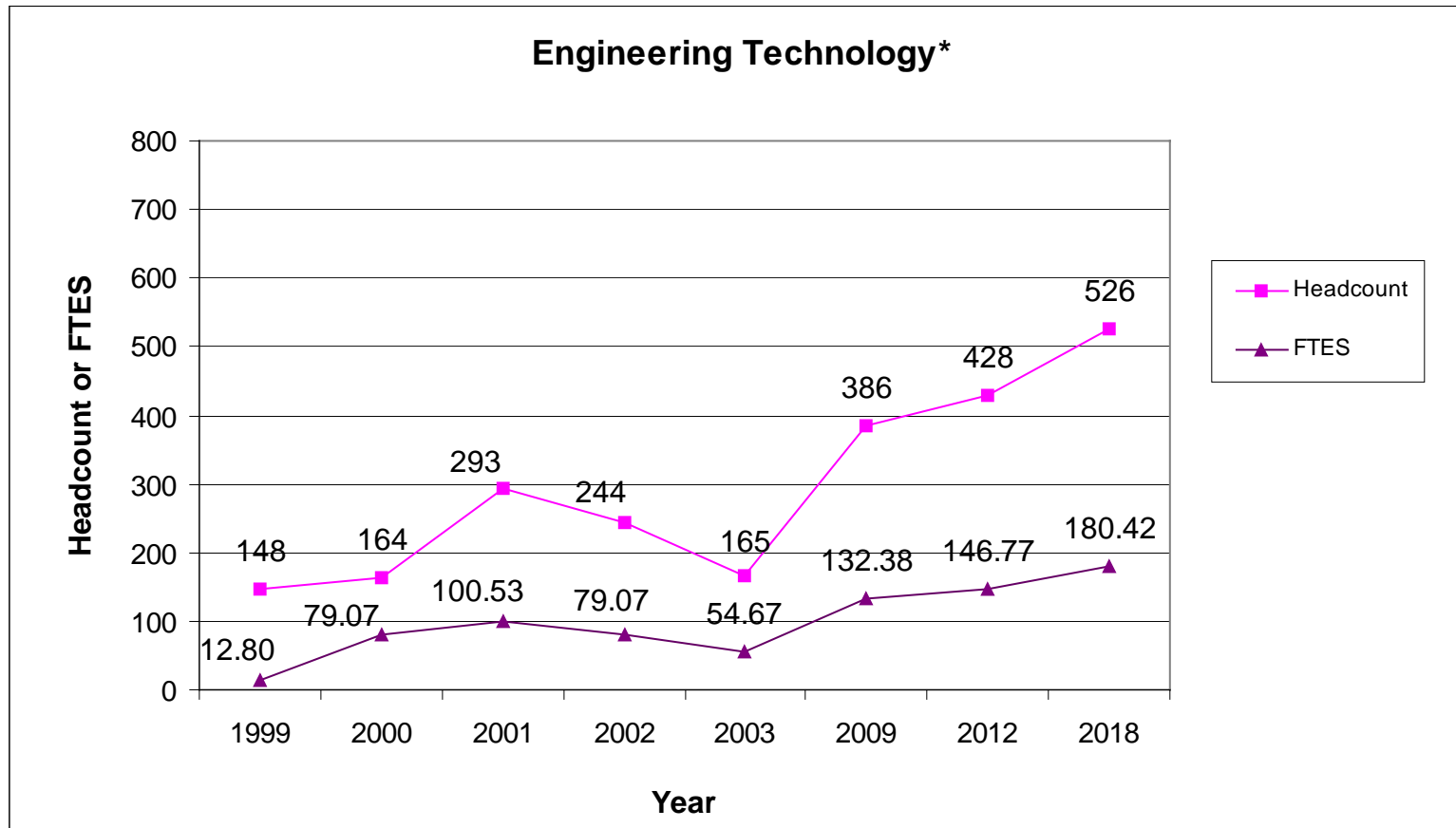
* Projected to grow at a rate lower than that of the college (3.5%).

English

Program Description

The English program, as part of the Letters Department, offers a transfer curriculum, an Associate of Arts degree, and provides courses that enable students to fulfill general education transfer and graduation requirements. The program offers a full range of composition courses, ranging from Basic Composition through College Composition (the transfer-level writing course) and Critical Thinking, Composition, and IGETC critical thinking and composition course. In addition, the program offers a variety of courses in the areas of reading, mechanical skills (grammar and vocabulary development), creative writing, and literature, the last of which addresses a diverse range of ethnicities. English courses – particularly the College Composition section – are typically in high demand since they transfer effectively and are a part of both the IGETC and CAN systems. Recent transfer guarantee agreements with CSU Northridge and CSU Channel Islands include English courses as a basic requirement for transfer. About 75 to 80 sections of English are offered each semester, generating a substantial percentage of the college's WSCH.

Future Development

The program is projected to grow at a rate comparable to the college as a whole. It should be noted that the enrollment decline from 1999 to 2001 for English is misleading because Fall 1999 was the start-up semester for the PACE Program. In this semester only, several sections of English 101 were added for the first PACE cohort, thus inflating the headcount of FTES, and providing a false impression of declining trends in English enrollment in the subsequent two fall semesters.

Plans include strengthening Writing Center activities, modifying curriculum as needed to ensure articulation with CSUCI's English department, and evaluating the success of composition students taking content-area writing-dependent courses. Growth in developmental English courses, however, may exceed the college rate if substantial numbers of students requiring pre-collegiate English courses are redirected to Oxnard College by CSUCI and CSUN.

Implications for Facilities

English classes are offered both on and off campus, day and night, and through the PACE program. In all cases, general classroom facilities are needed. On campus needs will be addressed in the bond project. In addition, increased access to an open computer lab is essential for composition students for word-processing, Internet research, and other Internet-based instructional activities.
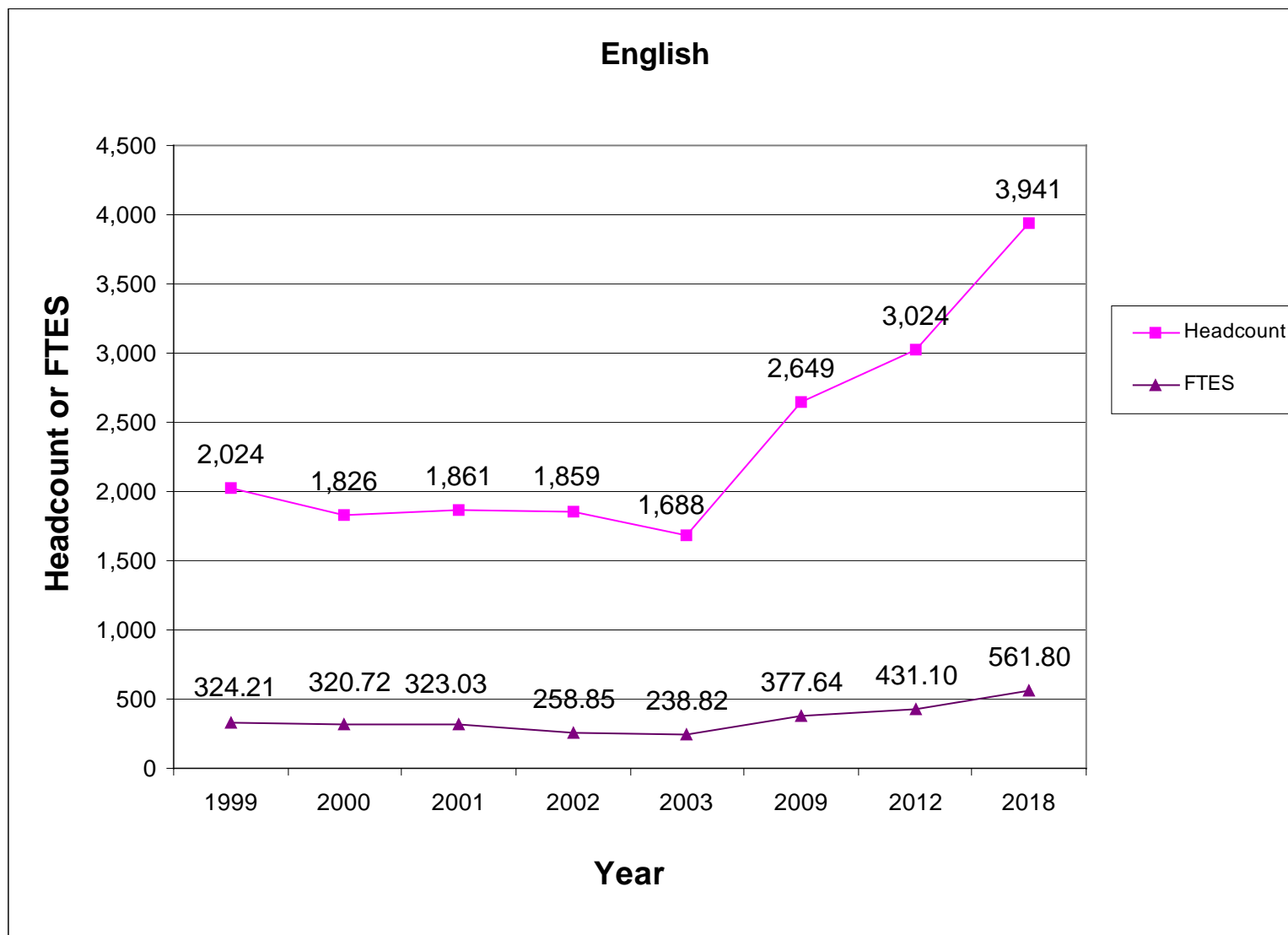
English

English As a Second Language

Program Description

The English As a Second Language (ESL) program provides instruction in reading and writing, as well as listening and speaking, through course work that takes students through various levels of mastery. Seventeen courses are available, with an emphasis on writing, grammar, reading, and speaking. The ESL program is part of the Letters department. Three full-time faculty members carry the primary responsibility for ESL courses, and other full-time and part-time Letters faculty members also teach the courses. Approximately 30 sections are offered each semester.

Future Development

The program is projected to grow at a rate greater than the college growth rate as a whole, which will heighten the need for additional full-time faculty. A goal of the faculty in the ESL program is to enhance the instructional support program, as well as conduct an effectiveness assessment of the program. Support services to Spanish-speaking English language learners through the college's Counseling Department is critical and necessary. A dedicated welcome and intake office, bilingual support services personnel throughout the campus, and coordination between student services and instruction are necessary.

Implications for Facilities

The ESL program requires general classroom space with the availability of mediated instruction. Facility needs will be addressed during the bond project development. Access to a consistently staffed language lab environment is critical to the program.

English as a Second Language*

Chart showing Headcount and FTES for English as a Second Language by year.

Headcount values: 1999: 256, 2000: 313, 2001: 266, 2002: 485, 2003: 389, 2009: 408, 2012: 479, 2018: 661

FTES values: 1999: 54.57, 2000: 70.67, 2001: 68.11, 2002: 105.15, 2003: 94.48, 2009: 104.53, 2012: 122.74, 2018: 169.24

Y-axis: Headcount or FTES

X-axis: Year
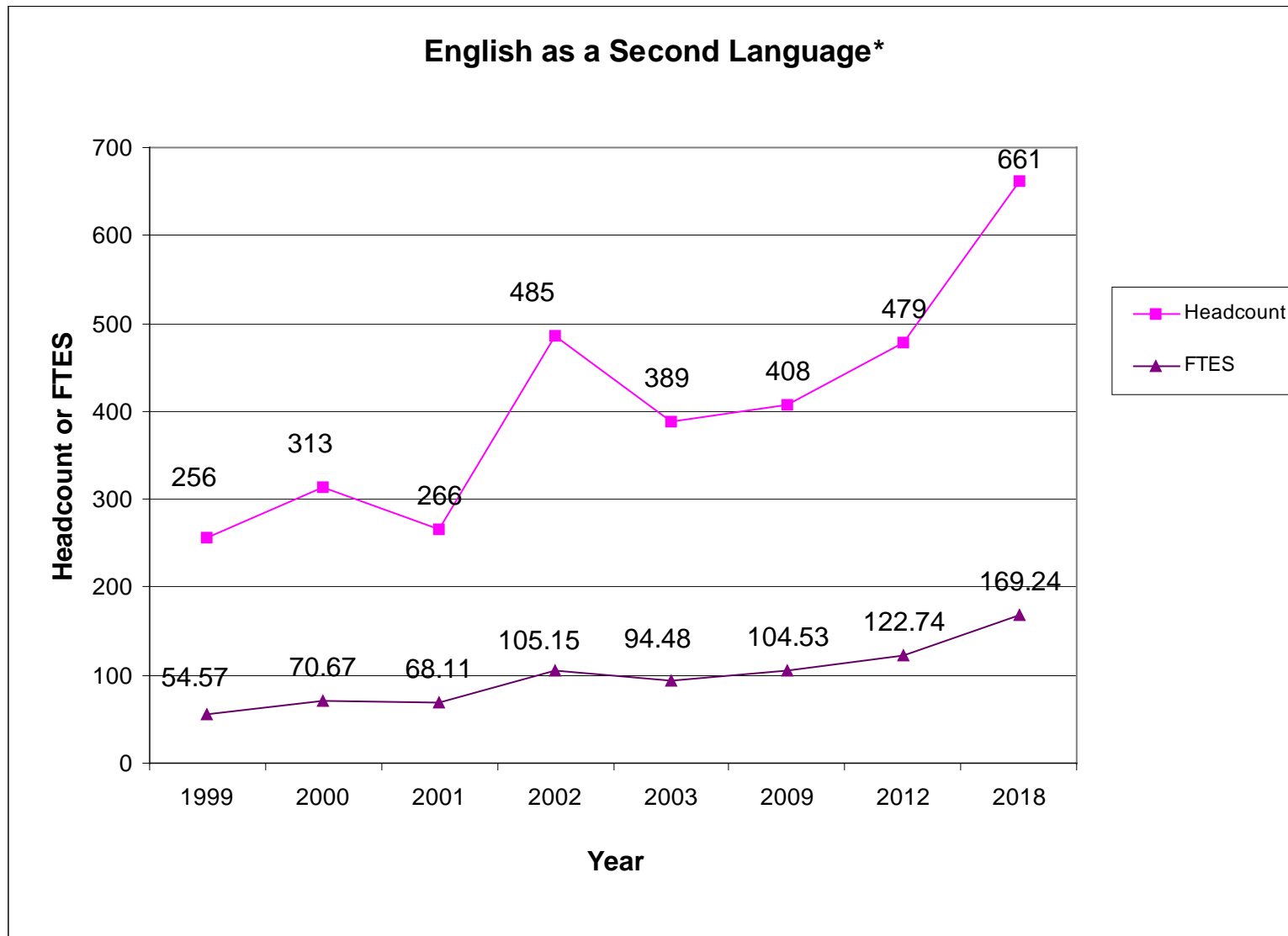
* Projected to grow at a rate higher than that of the college (5.5%).

Evening Programs Office

Program Description

The Evening Programs Office provides essential instructional support services to evening instructors and students in collaboration with Business Services, Student Learning, Media Services, Campus Police, Maintenance and Operations, Publications, Human Resources, and the instructional divisions. The Evening Programs Office endeavors to:

- Provide support and service as a resource to instructors and students;
- Provide an effective communication bridge between instructors and administrators;
- Provide a nurturing environment that facilitates the student learning process;
- Provide a conduit for information to and from the community it services.

The Evening Programs Office coordinates a Part-Time Instructor Orientation during Flex Week to acquaint evening faculty with the services available to them and their students. The office communicates instructor absences, telephone messages, course and classroom changes, personal computer assistance, procedural information, and answers to questions from faculty, staff, and others. The office also provides classroom access prior to the start of classes and closure at the end of the evening. The office has emergency contact with Maintenance and Operations for facilities emergencies and with Campus Police for law enforcement or medical emergencies. The Evening Programs Office has developed a website to make contemporary procedural information more accessible to faculty.

Future Development

Upgrading and expanding two- and three-way radio communication is vital to keeping pace with the development of additional classroom facilities located across a broader expanse of the campus. Extending switchboard operation hours is important to improving service to evening students, who constitute the largest percentage of such students within the district. Establishing emergency contact with Information Technology personnel is important to restoring the viability of computer-based instruction during server or system failure. Expanding Banner access to Campus Police and all evening deans will improve the college's ability to locate students during urgent or emergency conditions. Finally, closer coordination with Campus Police and integration of Standardized Emergency Management Systems (SEMS) procedures will improve emergency preparedness and enable the office to better respond to infrastructure emergencies, natural disasters, or criminal activities occurring during evening hours.

Implications for Facilities

The Evening Programs Office will be relocated with other administrative offices when the Learning Resources Center is remodeled during Phase III of the Measure 'S' bond project**.**

Fire Technology

Program Description
      The Fire Technology program prepares students to enter the field as firefighters, fire prevention personnel, hazardous materials and environmental technology specialists, emergency medical technicians, and numerous other related occupations. The Fire Academy program offers students a California State Fire Marshal Firefighter I certificate, a condition of employment for many agencies.
      The program maintains a working partnership with county and city fire departments to form a Regional Training Center, with shared use of facilities and equipment, giving students the opportunity to address the ever-changing needs of today's emergency services field.
      The program provides students with course requirements for certificate programs, two-year degrees, and transfer to four-year schools.
      A CPAT (Candidate Physical Ability Test) course is offered regularly on a fee basis and is serving an increased population.

Future Development
      The Fire Technology program is one of the college's fastest-growing programs, with 90 percent enrollment growth over the past three years and projected continuing growth of approximately 6 percent per year over the next several years. Additional full-time faculty and staff positions will be essential to support this growth. Courses for Advanced Fire Training, Wildland programs, the Truck Academy, and the re-instituted Environmental Technology program will be added as resources permit.

Implications for Facilities
      Funding for a Regional Training Center in the amount of $7.6 million was approved in the recent bond project. It has been designed and is awaiting construction. Ten 50-student classrooms and offices for 10 faculty and staff are anticipated to be included in the project, use of which will be shared by OC and the Ventura County Fire Protection District. In addition, highly specialized training facilities such as a "burn building" are being considered.

Fire Technology*

Headcount values: 314 (1999), 347 (2000), 392 (2001), 424 (2002), 374 (2003), 625 (2009), 744 (2012), 1,056 (2018)

FTES values: 92.65 (1999), 103.98 (2000), 107.98 (2001), 122.29 (2002), 110.68 (2003), 172.10 (2009), 204.98 (2012), 290.77 (2018)
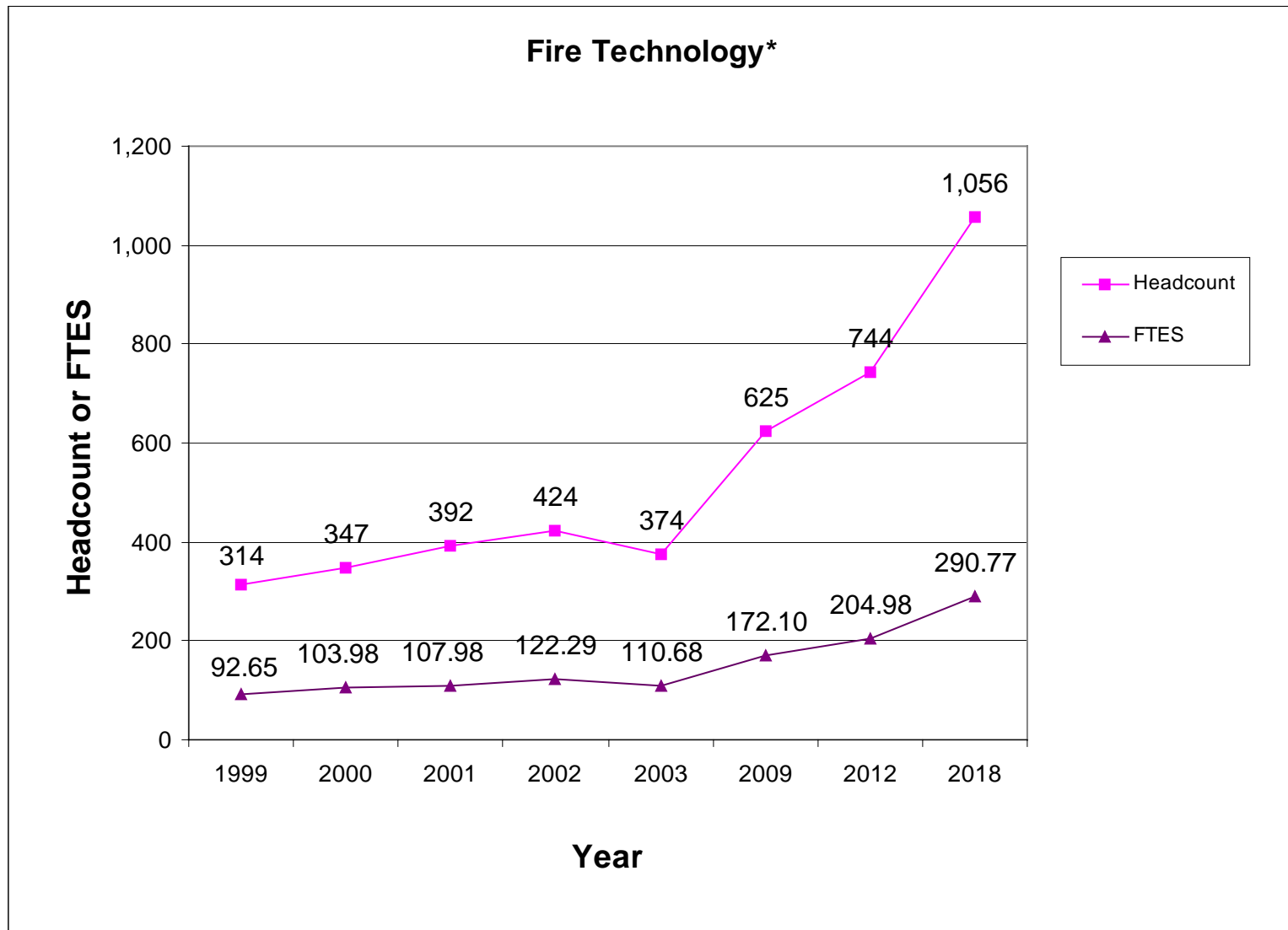
* Projected to grow at a rate higher than that of the college (6%).

Geography

Program Description

Geography courses are transferable to the UC and CSU systems fulfilling requirements in the Physical and Social Sciences area. Classes are offered both during the day and evening and are well subscribed. However, the absence of a full-time faculty member to develop the program is apparent.

Future Development

Program growth will be dependent on faculty leadership and resource availability, although it is likely that Geography, as a General Education requirement or elective, will grow at the same or higher rate as the college. When possible, it would be desirable to add Geographic Information Systems (GIS) curriculum offerings. There is a primary need for a full-time instructor since part-time instructors are not available. An additional laboratory technician is needed to service the labs and repair equipment

Implications for Facilities

No specific facility needs have been identified. Lecture classroom requirements are for traditional space equipped with educational technology; additional laboratory offerings would require dedicated space. A large Science lecture hall (capacity 150-200) is needed for the multiple sections of large enrollment science classes (e.g., Geography R101, Geography R103). In addition, access to a computer lab as a primary user is needed for the Science Program.

Geography*
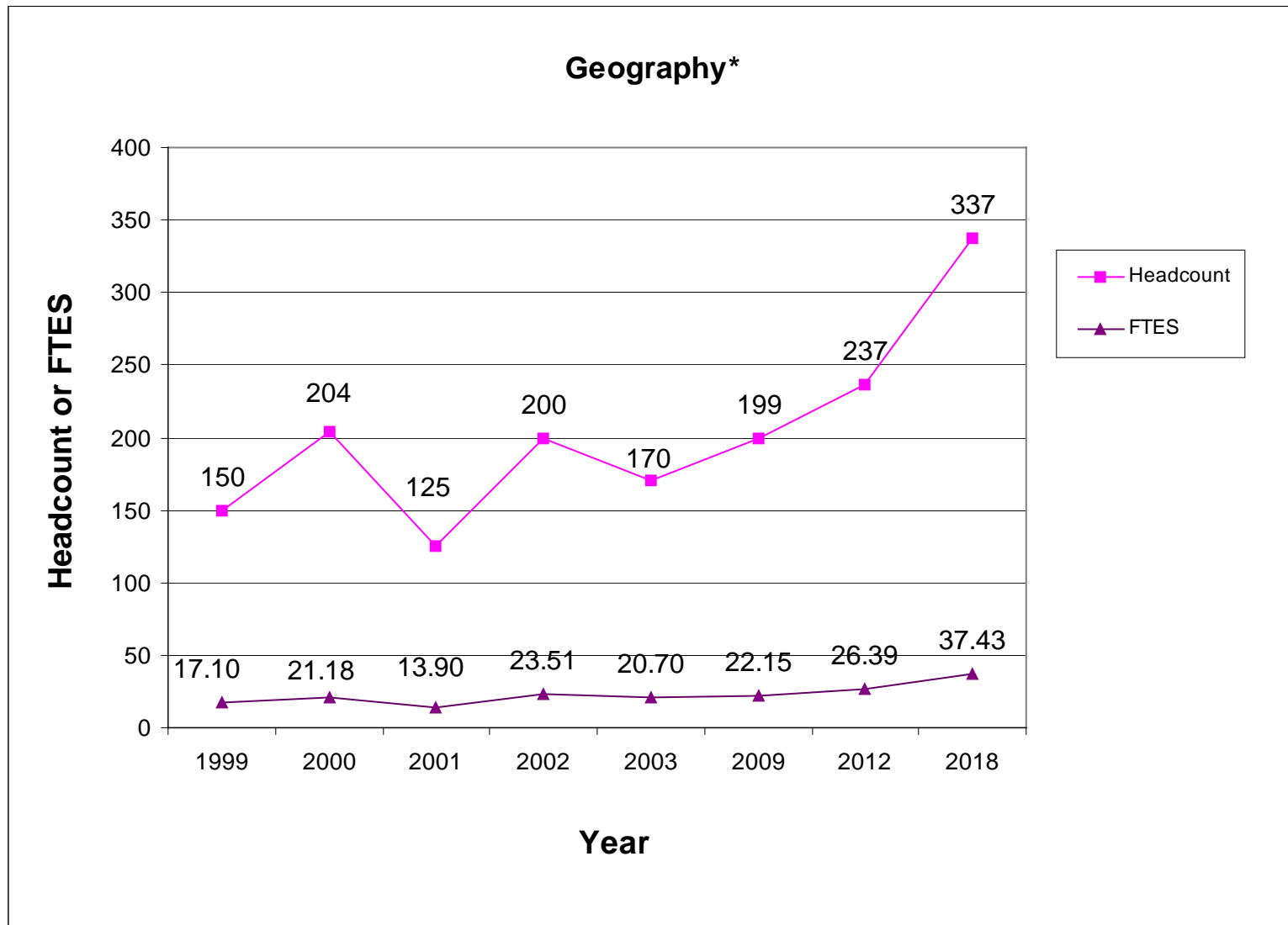
* Projected to grow at a rate higher than that of the college (6%).
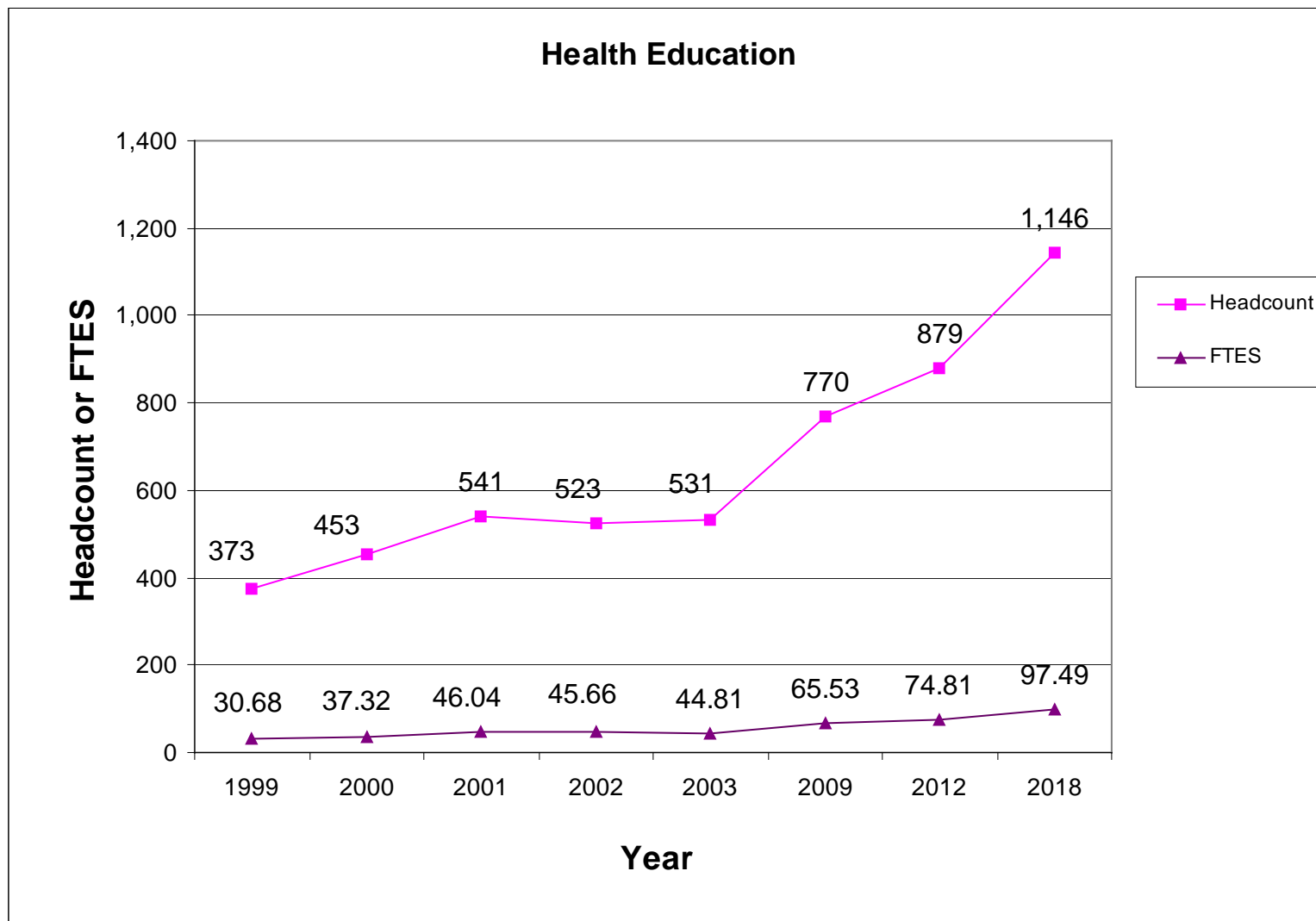
Geology

Program Description

The Geology program offers a range of classes comparable to lower division offerings at four-year colleges and universities. These classes transfer to both the UC and CSU systems. Each semester, both Physical Geology and Oceanography (co-listed with Marine Studies) lecture and lab classes are offered, with day and evening options, and are well subscribed.

Future Development

The Geology program is expected to grow at the same rate as the college, which will necessitate additional sections being offered. The co-listing with Marine Studies and collaboration with local oceanic research facilities offers additional opportunities for expansion. An additional laboratory technician is needed to service the labs and repair equipment.

Implications for Facilities

Lecture and laboratory sections are largely housed in newly completed, specifically designed facilities in the Letters & Sciences building. No additional facilities needs are anticipated aside from normal expansion caused by growth over time. A large Science lecture hall (capacity 150-200) is needed for the multiple sections of large enrollment science classes (e.g., Geology R101, Geology R103). In addition, access to a computer lab as a primary user is needed for the Science Program.

Geology*

Legend: Headcount, FTES

Headcount values by year:
- 1999: 297
- 2000: 239
- 2001: 266
- 2002: 281
- 2003: 260
- 2009: 424
- 2012: 505
- 2018: 716

FTES values by year:
- 1999: 36.40
- 2000: 25.00
- 2001: 23.60
- 2002: 25.40
- 2003: 21.30
- 2009: 37.61
- 2012: 44.80
- 2018: 63.55

Y-axis: Headcount or FTES
X-axis: Year
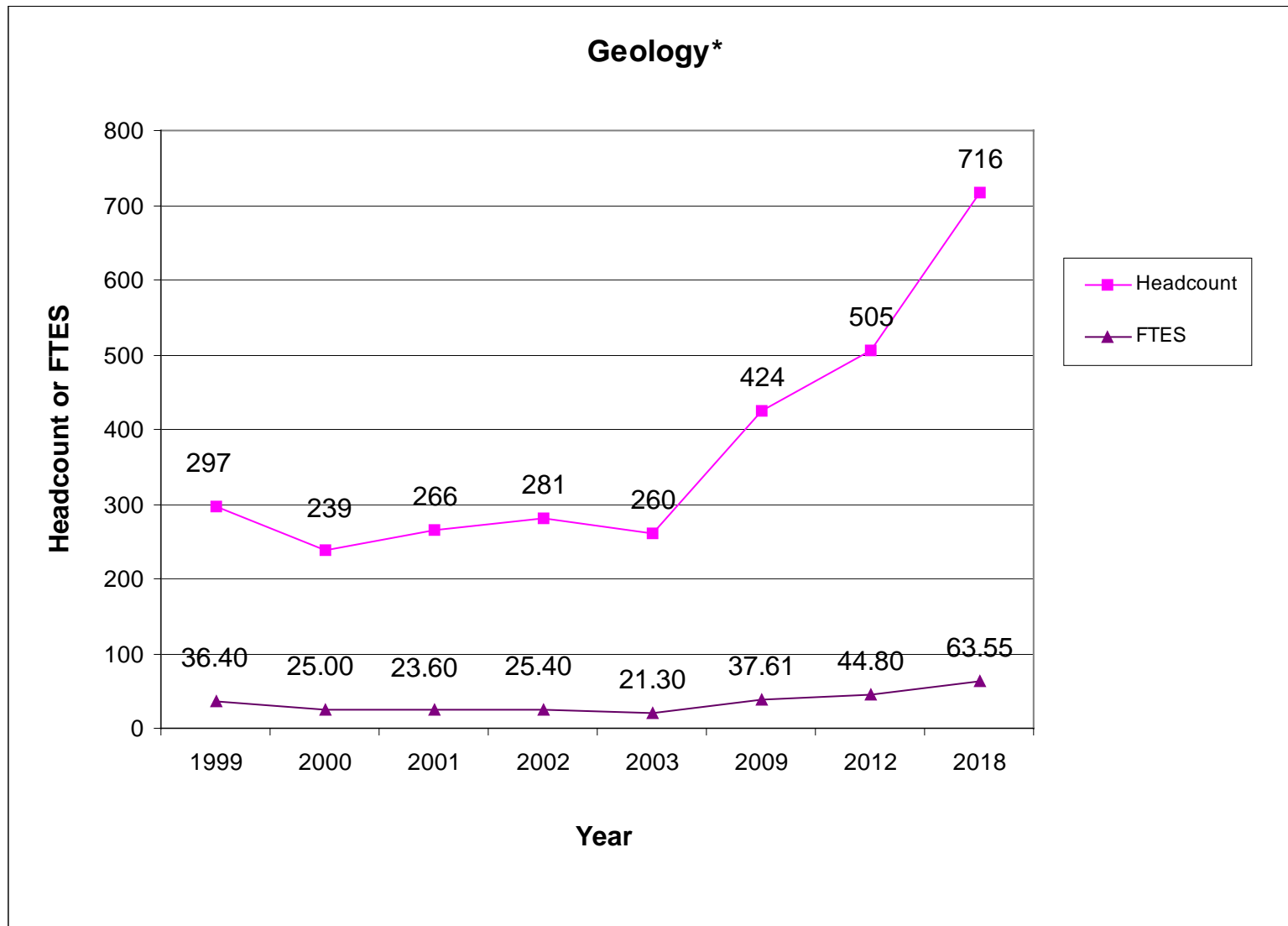
* Projected to grow at a rate higher than that of the college (6%).

Health Education

Program Description

A range of Health Education courses offered each semester provide fitness, nutrition, and wellness information to students, meet general education requirements for transfer students, and fulfill a graduation requirement. Successful completion of First Aid and Cardio-Pulmonary Resuscitation (CPR) classes lead to Red Cross certification.

Future Development

Health Education courses will grow at the same rate as the college grows, particularly since course completion is a graduation requirement. Curriculum offerings may be expanded to include Saturday workshops on particular topics.

Implications for Facilities

Classes are currently taught in a dedicated classroom in the Physical Education building/gymnasium. Additional classroom space may be needed in the future as a result of growth.

Health Education

Legend: Headcount, FTES

Year	Headcount	FTES
1999	373	30.68
2000	453	37.32
2001	541	46.04
2002	523	45.66
2003	531	44.81
2009	770	65.53
2012	879	74.81
2018	1,146	97.49

History

Program Description
The History program offers a comprehensive array of transfer-level courses that meet graduation and transfer requirements. Many are offered in large lecture-hall settings, and offerings typically exceed the district's WSCH goal of 525. Department faculty schedule sections carefully to maximize availability and consider students' educational needs. Faculty are also increasingly using innovative learning technologies, including online and telecourses. A Social Sciences computer lab in the Letters & Sciences building is facilitating research needs for students.

Future Development
Demand for the wide range of history courses that fulfill several graduation and transfer requirements will increase at a rate commensurate with the college growth rate. Expansion of distance learning including on-line and telecourses in history will magnify that growth as will high school outreach.

Implications for Facilities
Access to at least two large, high tech, lecture halls will be needed to serve the increasing enrollment in introductory sections (Capacity of 100 and 150 students) Several additional general classrooms fully equipped with audio visual and Internet access will also be needed. History instruction will require regular use of a large social science laboratory with a capacity for 40 students. A small conference room for meeting with students would be helpful.

History
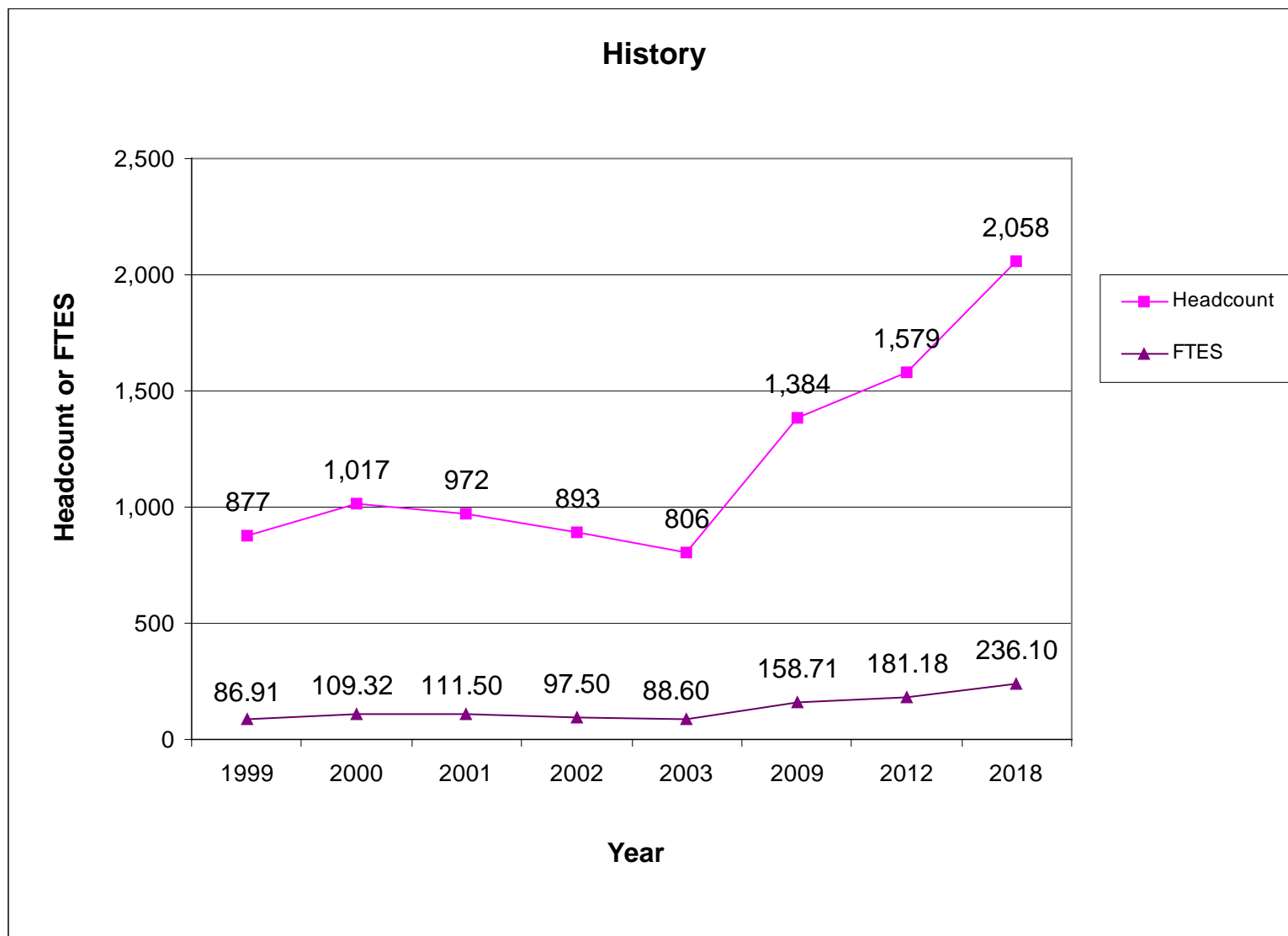
Hotel & Restaurant Management

Program Description

The Hotel & Restaurant Management (HRM) program is a vocational program that offers certificates and/or degrees in Culinary Arts, Restaurant Management, and Hotel Management. Although the program has been in existence since 1985, enrollments have been strongest in Culinary Arts; training students for work in the food service industry.

The HRM program collaborates with the college's Cafeteria program in preparing and providing food – a mutually beneficial partnership. Students also operate a Gourmet Dining Room each Spring semester and cater many special events on campus. Every year the program also operates a booth at the Strawberry Festival, retaining the concession for strawberry shortcake, proceeds from which support the program and student scholarships.

Future Development

Program planning is done in collaboration with an active advisory committee, and consistent with the recommendations and requirements of the American Culinary Federation and the Educational Foundation of the National Restaurant Association. Future plans include expanding both facilities and staffing, replacing aging equipment, increasing outreach efforts to local high schools, and extending dining room service to a daily basis.

Unique within the VCCCD, the program is well known and respected throughout the county, and draws both native and international students. Retention rates are close to 90 percent, placement into industry jobs is excellent, and the program is growing. Given the nature of program capacity, it is reasonable to predict a growth rate comparable to the college's growth rate with existing staffing and facilities.

Implications for Facilities

Current facilities in the Occupational Education building include a training kitchen and a combination dining room/classroom. Additional HRM facilities have not been tied to bond projects although discussed several times.

Hotel & Restaurant Management
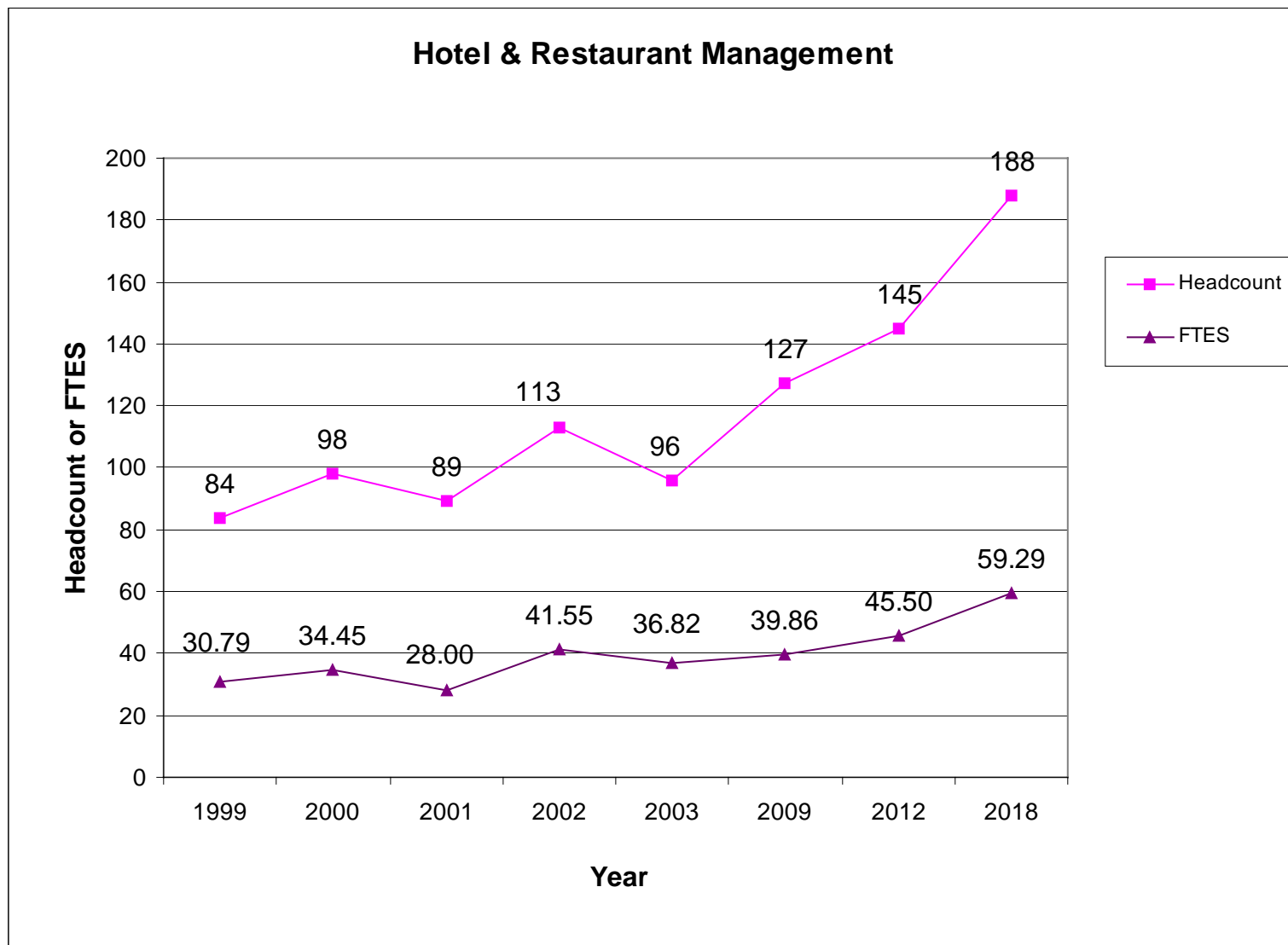
Interpretation

Program Description

This program is designed to prepare students for entry-level work in the field of Sign Language Interpretation, and help meet the need for interpreters in many settings, including education, rehabilitation, medicine, and private practice. Students must be conversationally fluent with American Sign Language before entering the Interpretation program; have completed four semesters of ASL; possess college-level reading and writing skills; and have completed English R101 (College Composition) before the second semester of the program. Students may complete either a Certificate (45 units) or an Associate of Science degree (60.5 units).

Future Development

Interpretation is a very new instructional program at Oxnard College, with only one course being offered each semester currently. The program is expected to grow at the same rate as the college. The program will be further developed due to recent changes to California law regarding interpreter services in the public sector that will substantially increase the demand for interpreter training.

Implications for Facilities

Classes are taught in a traditional classroom setting with availability of mediated instruction including video. No additional facility needs are anticipated at this time. The program will require access to a visual language lab.

Interpretation
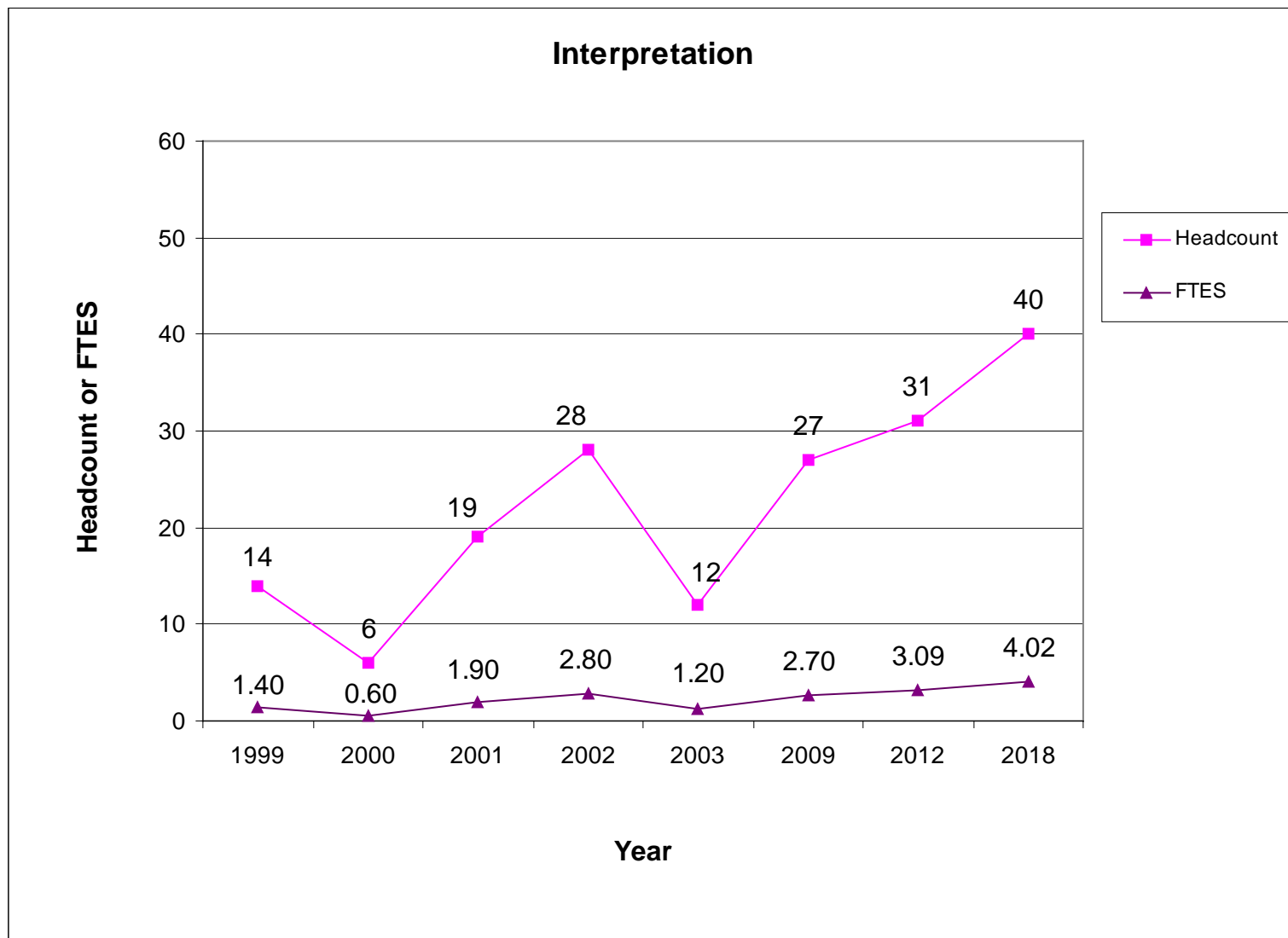
Japanese

Program Description
Both conversational and transfer-level Japanese are offered at Oxnard College from time to time, primarily as a convenience to the local community and as an option for students majoring in International Business or Foreign Languages, as well as for students who seek to fulfill a general education requirement for transfer to a university.

Future Development
The program is expected to grow at the same rate as the college.

Implications for Facilities
Japanese classes are taught in general classrooms with availability of mediated instruction; no additional facility needs are anticipated. Access to a consistently staffed lab environment is critical to the program.

Japanese
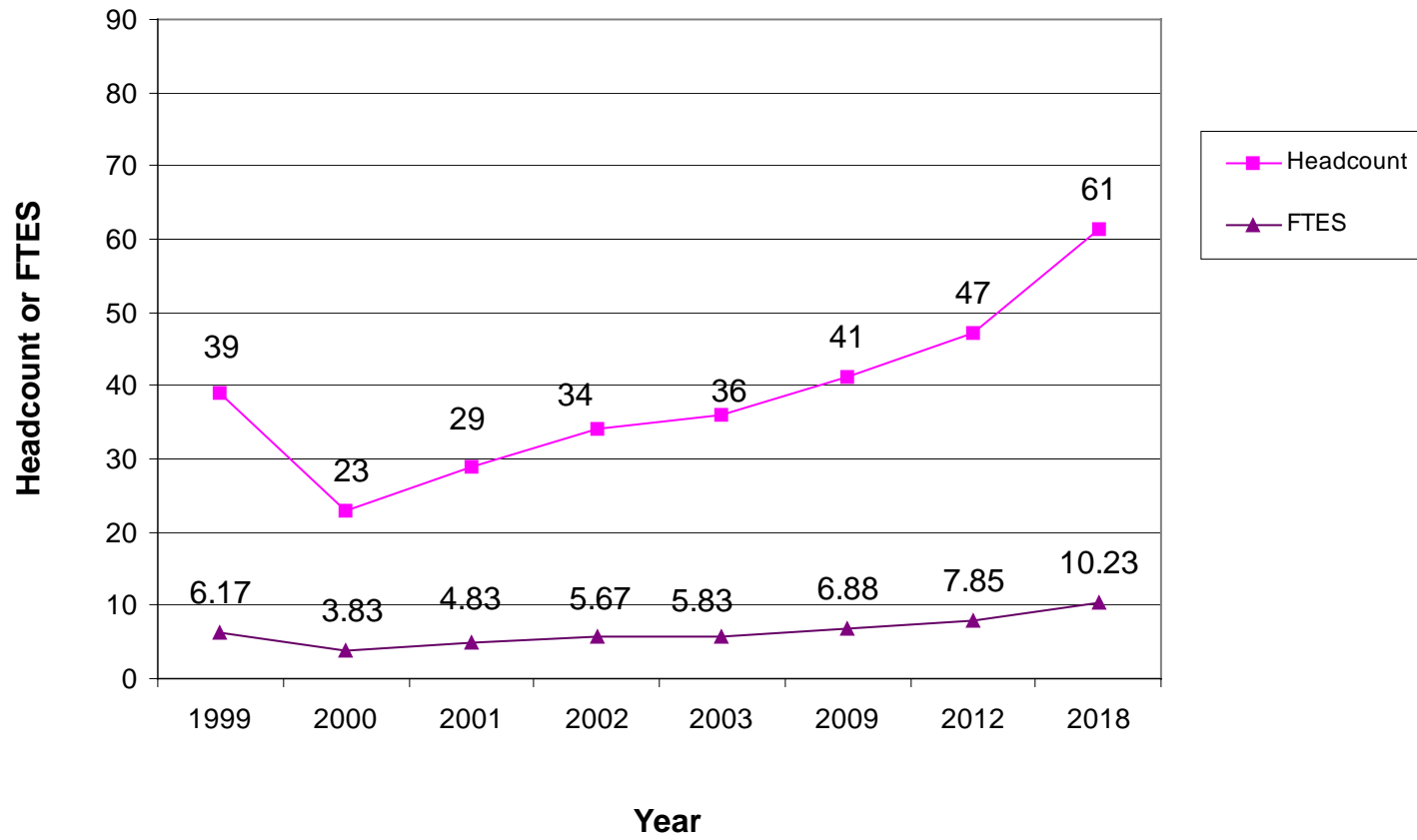
Journalism

Program Description
 The Journalism program offers transfer-level coursework for both majors and non-majors. Majors may earn Associate's degrees in Print Journalism or Public Relations. In addition, the Journalism program is responsible for the production of the *Campus Observer*, the student newspaper of the college that has received numerous state, regional, and national awards. Students on the newspaper staff receive course credit and fulfill degree requirements. Journalism students have transferred to a number of schools in the CSU system and have found employment with Ventura County and national media organizations.

Future Development
 The Journalism program's growth is limited severely by facilities. The current facility has long since reached capacity and, if the program is to continue to grow at the same rate as the projected college growth, different facilities must be located.

Implications for Facilities
 Although the Journalism program uses general classroom space for traditional courses, specialized facility needs are critical for production of the student newspaper (and its related courses). Adequate space is necessary for the program to meet the demands of growth and will be addressed in conjunction with the bond project.

Journalism
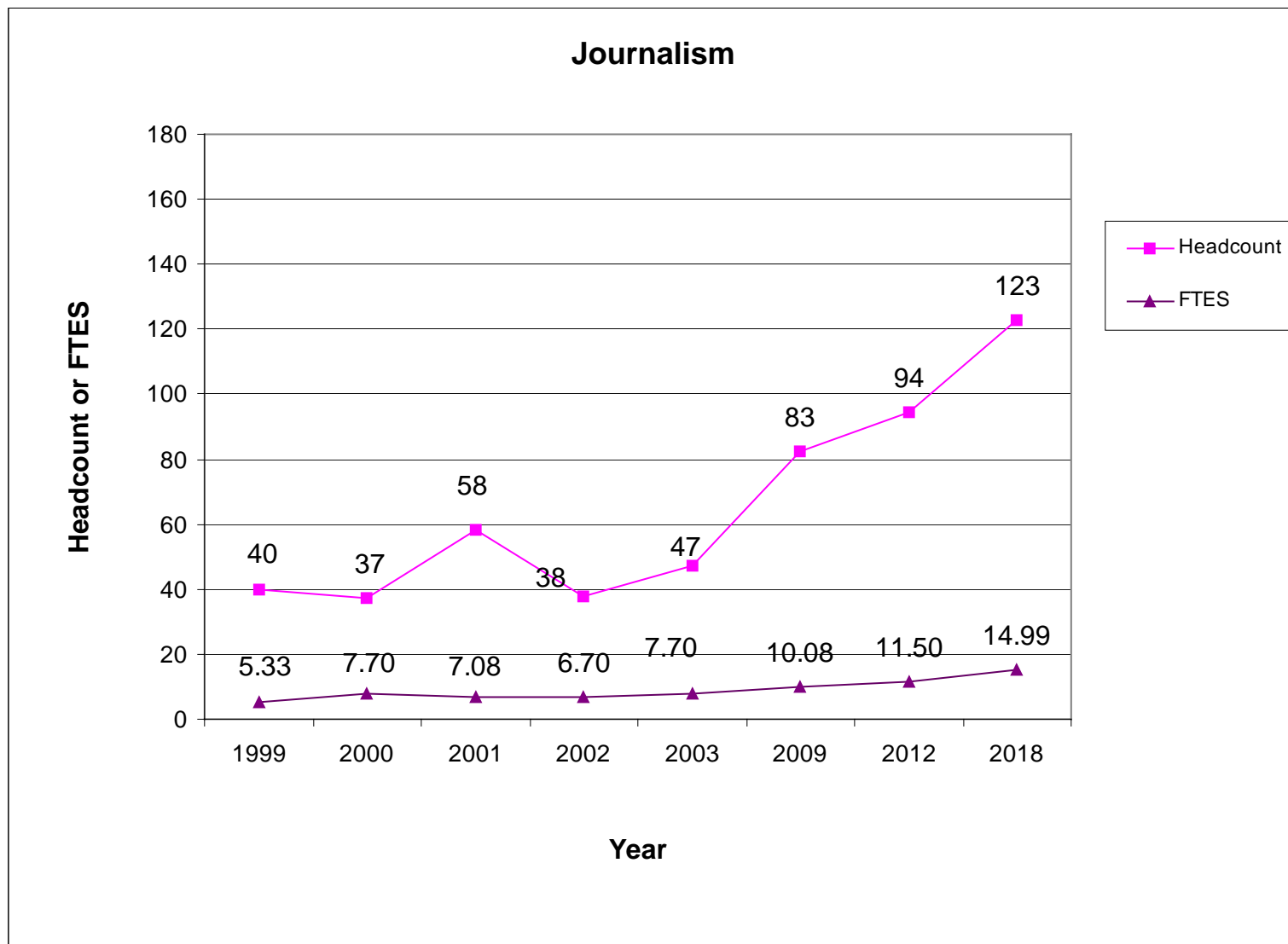
Legal Assisting

Program Description

The Legal Assisting program prepares students to enter paralegal careers, where they will have the responsibility of assisting attorneys in the preparation of cases for trial or arbitration, researching existing laws, and undertaking some investigations. Students may earn either a Certificate of Achievement or an Associate of Science degree.

Oxnard College's program is unique among the county's colleges, and it is currently being offered under the PACE format as a one-year, fast track program to complete certificate requirements. Courses are scheduled conveniently for working adults, in nine-week sessions on one evening and Saturdays.

Future Development

The program is currently well subscribed and is expected to grow at a rate comparable to the college, 4.5 percent. Continued growth will require the eventual hiring of a full-time faculty member to oversee program expansion and continued curriculum development.

Implications for Facilities

Courses are offered on campus, in general classrooms. No special facilities needs are anticipated.

Legal Assisting
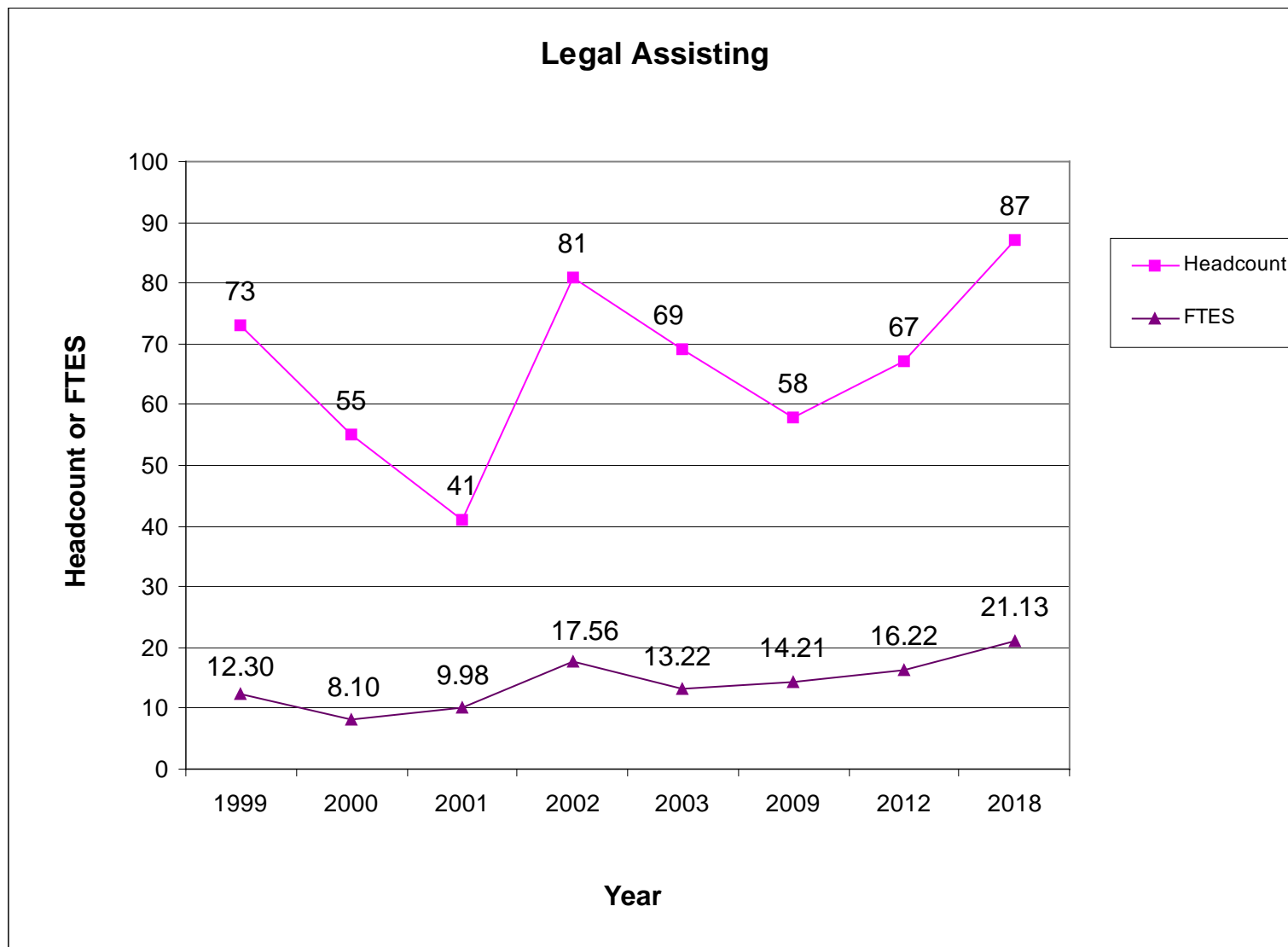
Marine Studies

Program Description
  The Marine Studies program, relatively new at Oxnard College, offers a course of study suitable for those interested in careers as oceanographers, marine biologists, marine geologists, and similar areas. A Certificate of Achievement is available. Several courses are co-listed with other disciplines, including Biology and Geology; all are transferable to CSU and many to the UC system. Students also have the option of experiential internships in the field.

Future Development
  The program is still in a developmental stage, but is expected to grow at the same rate as the college or faster.

Implications for Facilities
  Marine Studies courses are taught in general classrooms and biology laboratories. A Field Applications course is taught off-campus, at the Channel Islands Marine Research Institute. Facilities needs will grow as the program grows.

Marine Studies*
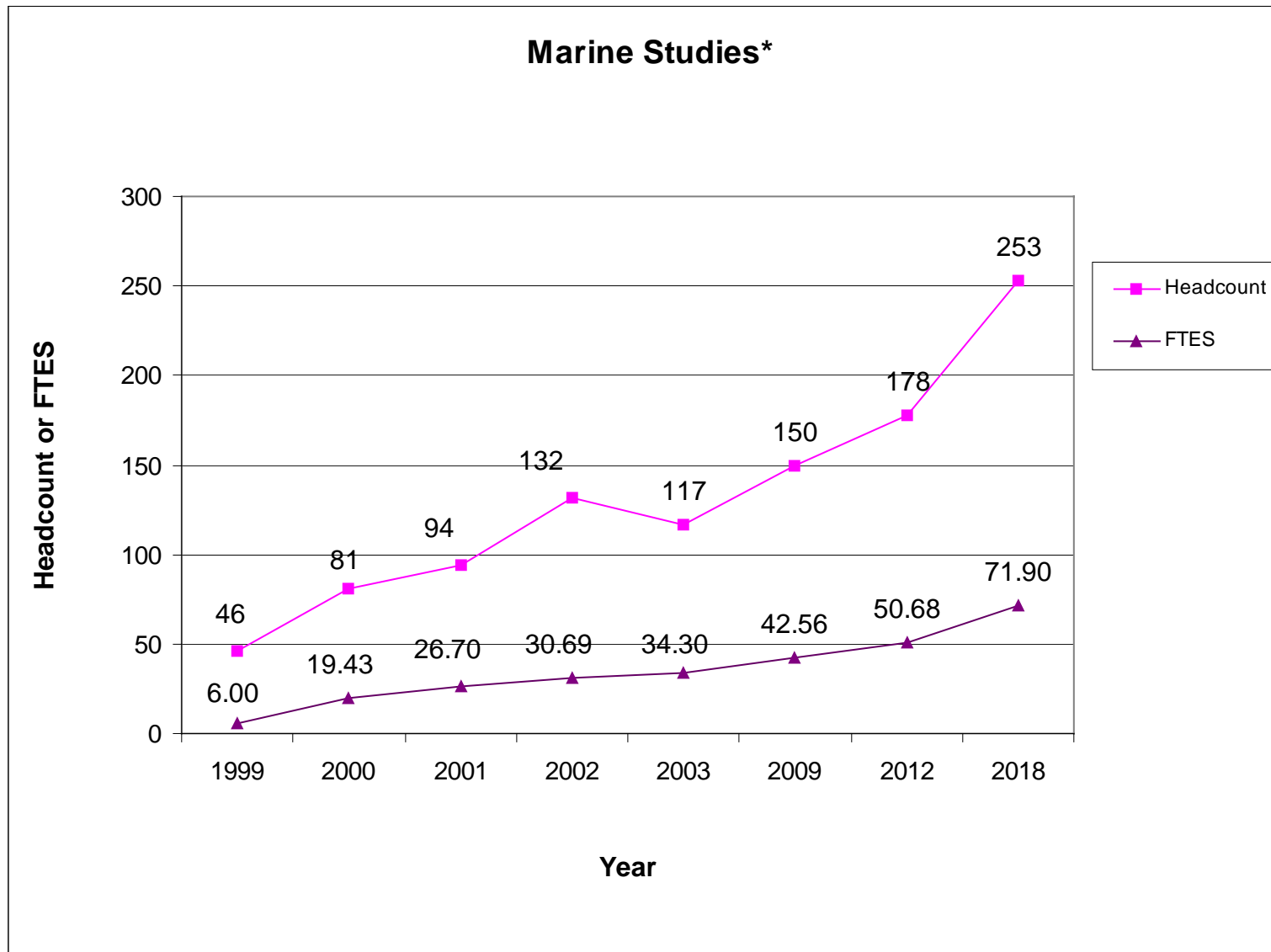
* Projected to grow at a rate higher than that of the college (6%).

Mathematics & Computer Science

Program Description

The Mathematics & Computer Science department offers a full range of courses at the developmental, transfer, and advanced levels, the majority of which meet IGETC requirements and carry CAN designations. As one of the college's largest programs, multiple sections of mathematics courses are offered each semester in the day, evening, and off-campus timeslots. Prerequisites are enforced for mathematics classes, and assessment testing is mandated to assist students with appropriate placement for a high probability of success. Supplemental Instruction, bilingual assistance and in-class tutors are available in some sections.

Computer Science is in its beginning stages, limited by the absence of full-time faculty, college support and appropriate facilities. The full curriculum has been developed, but only one section of the first course is being offered each semester at the present time.

Future Development

The Mathematics & Computer Science department is expected to grow at the rate of the college, if not more so. The critical need at this time is for more full-time instructors, since part-time instructors are not available in the numbers needed to meet student demand. The department is currently updating most of the curriculum and course outlines and will update and review these documents as needed. The department will also develop new courses as needed and will explore the use of technology and other teaching tools to enhance instruction. The department will explore expanded scheduling options to meet student needs.

Implications for Facilities

Mathematics courses are taught primarily in traditional general classrooms (35-45 capacity), and additional classrooms will be needed as the college grows. Several bond project buildings will include general classrooms suitable for mathematics instruction. As the mathematics curriculum incorporates technology and other enhancements, "smart classrooms" will be required in place of the traditional general classroom. As the Computer Science curriculum is implemented, additional computer laboratories will also be needed.

Mathematics

Legend:
- Headcount
- FTES

Headcount values: 1,628 (1999); 1,827 (2000); 2,209 (2001); 2,445 (2002); 2,261 (2003); 3,144 (2009); 3,589 (2012); 4,678 (2018)

FTES values: 232.08 (1999); 266.22 (2000); 328.66 (2001); 354.98 (2002); 330.87 (2003); 467.82 (2009); 534.04 (2012); 695.94 (2018)

Y-axis: Headcount or FTES

X-axis: Year

Computer Science
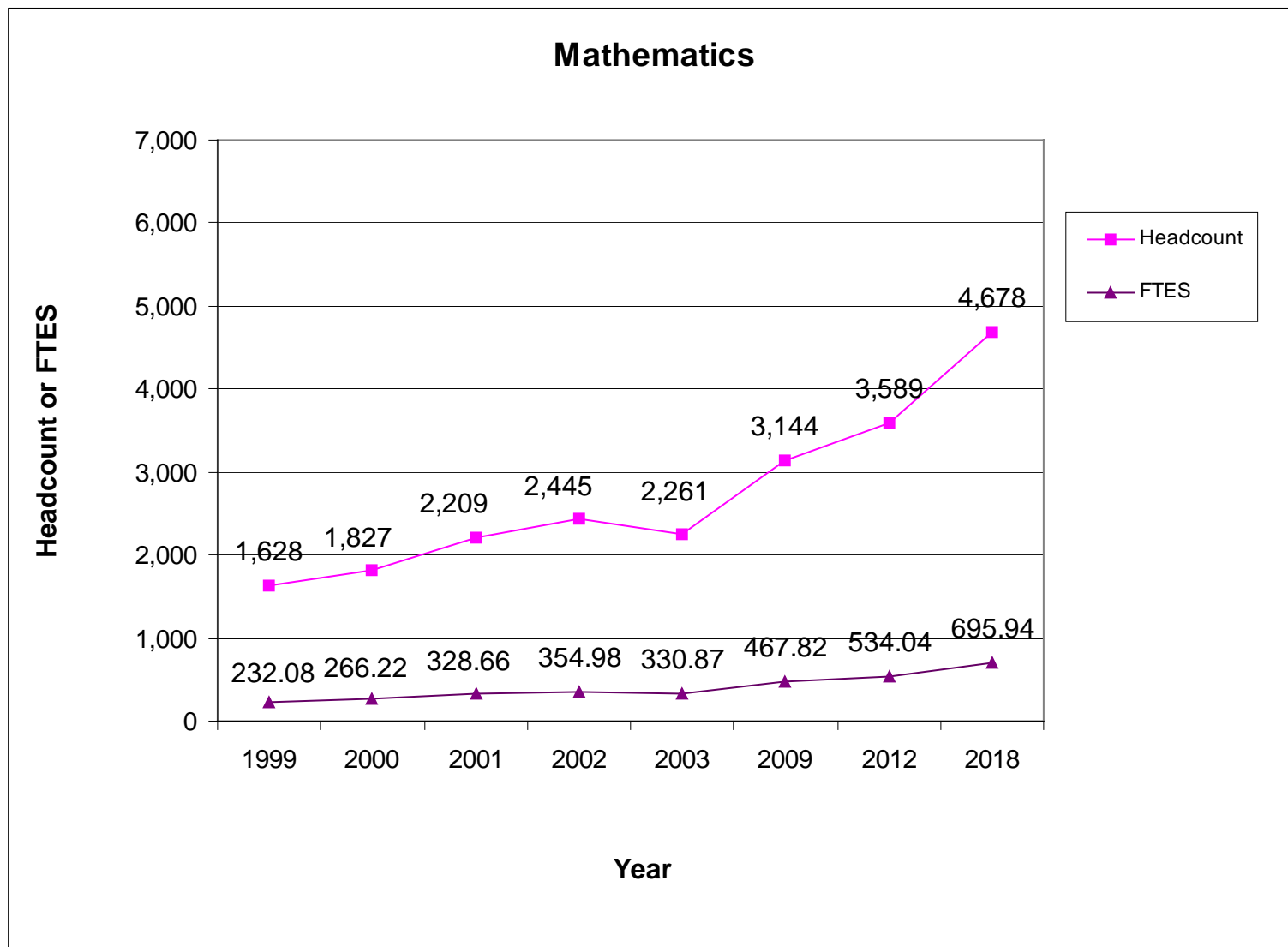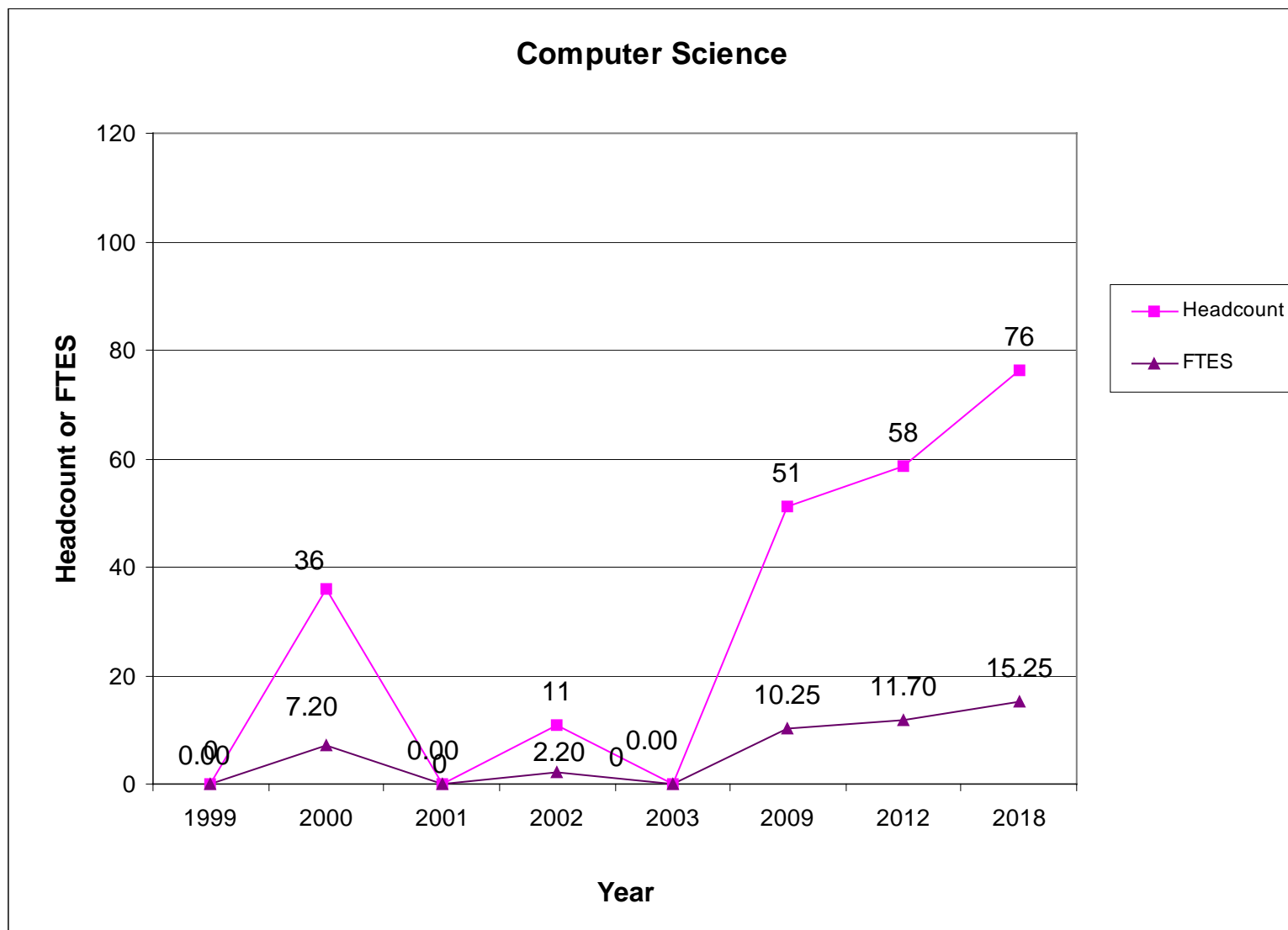
No enrollment in 1999, 2001 or 2003.

Media Center

Program Description
 The college Media Center provides audio-visual multimedia equipment, media (videotapes and other media), and media services to the college at large, particularly the instructional programs. While some equipment (televisions, multimedia, projection units, etc.) is installed in some classrooms around campus, a significant amount of equipment is stored in the Media Center area of the Library. Equipment is kept in minimally secured open areas and is delivered to and picked up from classrooms as needed. Funding for equipment maintenance, repair, and replacement has not kept pace with need for several years.

Future Development
 The Media Center needs to grow to meet current demand. As the college grows, the Media Center will also need major expansion. Major acquisition of equipment will be needed, and technical staff will be required for high-tech equipment, delivery, setup, instruction, and management storage.

Implications for Facilities
 Media Center facilities needs include, particularly, adequate storage areas to secure equipment and media. Most of those needs are expected to be met during the planned Learning Resources Center renovation, which is part of the bond project.

Multimedia

Program Description
The Multimedia program, new to Oxnard College in 1999, presently consists of six courses, four of which are currently taught. The college participates in a regional, grant-funded consortium that collaborates to design core curriculum identifying the needs of this emerging field. Grant monies funded state-of-the-art equipment with the advice of an industry advisory committee. An Associate Science degree will become available once the entire sequence of courses is provided to students.

Future Development
Multimedia is an emerging technology with excellent job opportunities. The Oxnard College program will grow at the same rate as the college. The program plans to expand into the areas of web casting, animation, and gaming. Full-time faculty and funding to maintain and upgrade the equipment will be necessary.

Implications for Facilities
The Multimedia courses are currently taught in a laboratory with two-year old equipment, which continues to be adequate, but will require upgrading or replacement soon. As the program expands, additional appropriately – equipped computer laboratory space and additional staffing will be necessary.

Multimedia*

Chart showing Headcount and FTES by Year:

Year	Headcount	FTES
1999	20	1.33
2000	8	0.53
2001	27	3.23
2002	27	5.50
2003	0	0
2009	57	10.16
2012	66	11.60
2018	85	15.11
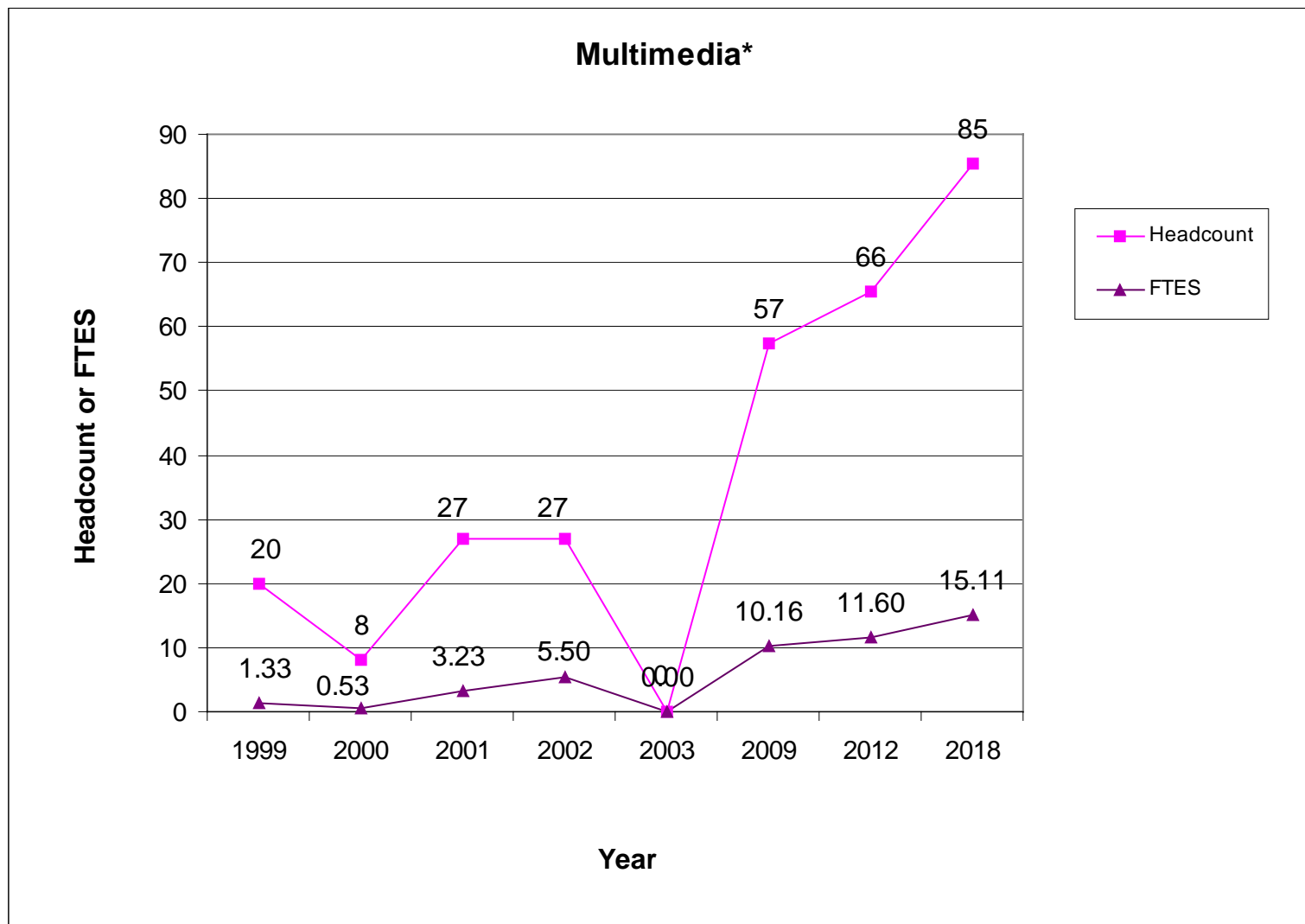
* Projected to grow at a rate higher than that of the college (enrollment -9.9% & FTES 15.4%) through 2009. From 2010 through 2018, the program is projected to grow at a rate comparable to that of the college.

Music

Program Description
The Music program offers both lecture (e.g., Fundamentals of Music, Music Appreciation) and laboratory/performance (choir, stage band, voice, piano, and guitar) courses, with both day and evening sections available. Several courses have become popular as part of the High School Partnership program offered on local high school campuses.

Future Development
The Music program is expected to grow at the same rate as the college, and has the potential to grow more rapidly with additional staffing and resources. The first online music course is scheduled to be offered during Spring 2005.

Implications for Facilities
Lecture courses will be taught in classrooms equipped with audio and video components, performance sections (i.e., Choir, Band) will be held in new rehearsal halls, and piano class will be taught in a new piano lab. Current piano class has over thirty electric and acoustic keyboards in a regular classroom. New and expanded music facilities will be planned into the Performing Arts Center/Theater scheduled to be designed during the bond project. Rehearsal and practice rooms currently, not available, will also be included. Large lecture sections (e.g., Music Appreciation) will be taught in a room similar to LS-8 in design, being a smaller version (125 seats) of the theatre, and will be equipped with mediated instruction.

Music*
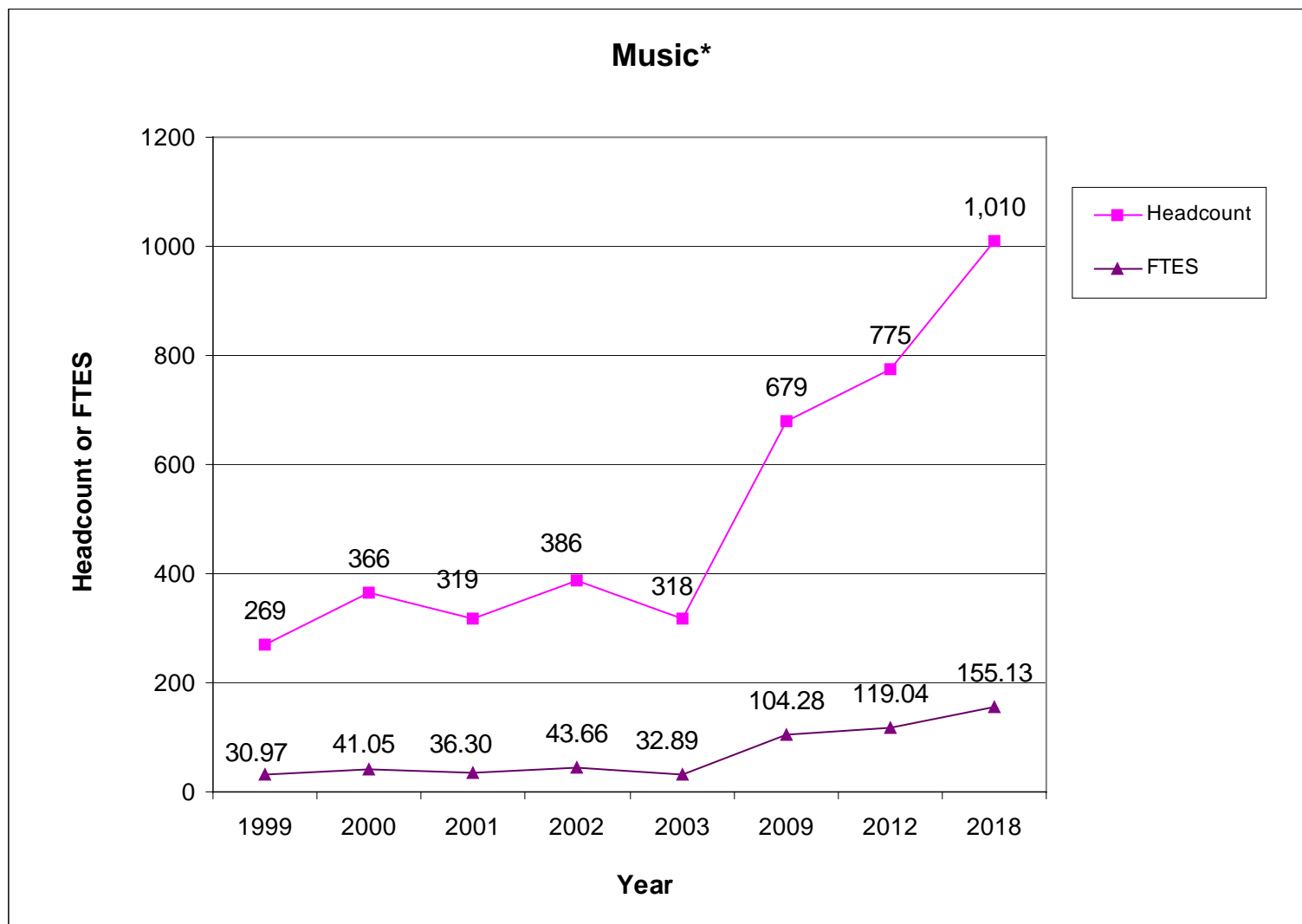
*Projected to grow at a rate higher than that of the college (enrollment -9.9% & FTES 14.1%) through 2009. From 2010 through 2018, the program is projected to grow at a rate comparable to that of the college.

Off-Campus Programs

Program Description

        Off-Campus Programs provide both instructional and student services support to students involved with the CalWORKS (vocational preparation), PACE (interdisciplinary/general education), High School Partnership (early outreach to high school students) and ENLACE grant (strengthening K-16 matriculation) programs. The dean and staff work directly with the CalWORKS staff located in the Job & Career Center on campus and with local school districts to provide Oxnard College programs and services to their clients and students.

        The Off-Campus Programs initiative began in Fall 1999, and has been a primary growth area for the college, growing from 175 students to 900 in four years. College courses are being taught regularly on high school campuses, and the PACE program is offered both on campus and at Santa Clara High School.

Future Development

        In order to sustain growth, a counselor/coordinator is needed to oversee the program, improve coordination of the college's outreach efforts, improve services for Limited English Proficiency (LEP) students, and increase collaboration between the CalWORKS and EOPS/CARE programs. Other goals are to improve relationships with the Counseling department to better serve PACE students, improve and increase college services for students taking classes at Santa Clara High School, and develop and implement a plan to provide practicum experience for Legal Assisting students.

Implications for Facilities

        When the county employees move into the leased space in the new Community/Student Services Center, the Off-Campus program offices will expand within the current Job & Career Center.

Oxnard College Television (OCTV)

Program Description

Oxnard College Television (OCTV) is a fully equipped television production studio and postproduction facility. OCTV is unique in providing students, faculty, and the community with educational programming, instructional labs, and institutional video support. OCTV airs original and established content to the cities of Oxnard and Port Hueneme through channels 24 and 16 on Adelphia Cable. In its instructional capacity, OCTV connects elements of multiple instructional units into one creative vision. Students in the following areas work together to produce original college and community-based programming: Television Production, Theatre Arts, Multimedia, and Photography.

In the Spring of 2002, OCTV began a two-year remodeling project. Although cosmetic work has been completed on existing areas such as master control, editing suite, and OCTV studio, equipment acquisition - particularly digital equipment - has been a major focal point. In the Summer of 2002, two non-linear editing bays and a digital camera were purchased.

Future Development

It is projected that by Summer 2006, OCTV's distribution feed in its head-end will be converted from analog to a DVD (Digital) format. A digital switcher for production will be in place by Fall 2006, which will enable OCTV to tape live remote television productions (Oxnard College sports, faculty lectures, and cultural events). These events can then be broadcast or web cast from Oxnard College. It is worthy to note that the digital switcher will be mobile and will facilitate on-location taping; it will not however, have the capacity to broadcast every live event. Only the following locations throughout the college are equipped to broadcast live events: Television Studio, LS-8, and PE Counselor's Office.

The following areas were initially wired for live broadcast, but have not been maintained for such. Adelphia and the Maintenance Department will need to coordinate with TV to bring these back to functionality: Children's Center Classroom, Verizon Conference Room, LA-6 (The Forum).

In addition to physical changes and equipment purchases, a concerted effort is being made to integrate OCTV and instructional courses. The ability to draw upon a pool of trained students will ensure more diversity in our programming, as well as guarantee a higher volume of productions. By enhancing and utilizing their skills in their respective disciplines, students in television production, multimedia, theatre arts, photography, commercial art, business, and journalism could work together in producing integrated productions. Under the direction of faculty and staff, they will function at all levels, sharing responsibilities as writers, actors, camera operators, lighting and sound technicians, screenwriters, and editors to complete a professional quality project.

Implications for Facilities

OCTV is looking forward to being relocated to one of the new bond project buildings. The new building will house The Center for Digital Film, Television, and New Media. Digital film (DF) will be the integration of single-camera production and non-linear editing. DF will work closely with the existing multimedia curriculum. Television will continue to instruct students in the use of multi-camera directing and classic ENG style reporting. New Media will be the next phase of multimedia, where message design is accomplished by using all facets of visual communication. The new facility must balance the needs of these three areas of instructional and related professional field. They must also serve the demands of the institutional and community video productions.

Program for Accelerated College Education (PACE)

Program Description

The PACE program fulfills two major purposes: to meet the unique scheduling needs of working adults who want to attend college full-time, but cannot attend day classes or several evenings per week because of work and family responsibilities, and to increase enrollments and FTES by accommodating such students. PACE provides an accelerated and customized schedule that allows students to complete six units of credit within a nine-week session or 12 units of credit within an 18-week term by completing two nine-week sessions within the term. Students attend one evening each week and four or five Saturdays during a nine-week session, and, barring the need for developmental coursework, can complete the requirements of an Associate degree and/or transfer within a two-year period.

For students, who need developmental coursework, particularly in Mathematics and English, a Bridge program has been implemented recently to better prepare students. According to assessment data, 75 percent of the students enrolling in PACE are in need of such course work.

This program, unique in the District, enjoys good working relationships with CSU Northridge and CSU Channel Islands. PACE classes are taught on campus and in Oxnard at Santa Clara High School.

Future Development

The PACE Program, including its developmental training component serves approximately 480 students per semester. A major challenge for the program has been that of providing PACE students, all of who attend courses at off-campus sites, with adequate student support services. Another major challenge has been that of establishing and maintaining an adequate pool of qualified instructional faculty. It is anticipated that the program will continue to grow in proportion to the student enrollment growth of the remainder of the campus.

Program challenges that must be addressed include the availability of qualified faculty pool, adequate staff, and counseling support.

Implication for Facilities

PACE courses are taught on campus and at Santa Clara High School. As the program continues and expands, it will utilize existing and new facilities.

Personal Growth

Program Description
Personal Growth courses provide opportunities for students to better understand themselves, institutions, and the working world with the assistance of a professional counselor as instructor, advisor, and/or facilitator. Oxnard College currently offers Student Success courses for EOPS students, Career Development/Life Planning, and College Success.

Future Development
It is anticipated that the Personal Growth curriculum and enrollments will grow at the same rate as the college.

Implications for Facilities
Personal Growth classes are taught in general classrooms on campus, both day and evening. A designated room may be included in the future Student Services building.

Personal Growth
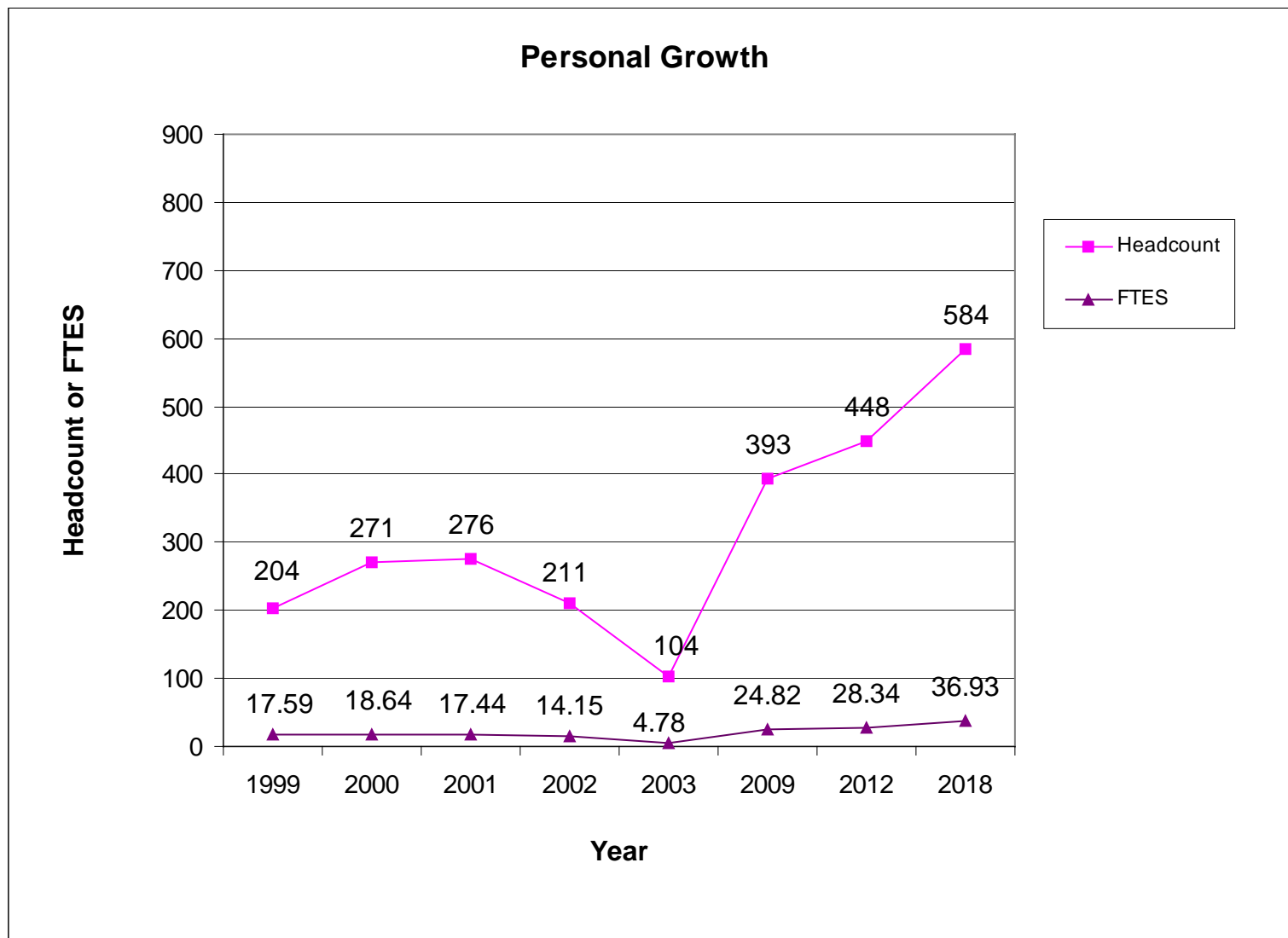
Philosophy

Program Description

The Philosophy program offers an Associate of Arts degree and an array of courses addressing both general interest and transfer needs; most courses are transferable to both the UC and CSU systems and meet IGETC requirements. Philosophy courses fulfill Humanities, Analytic Reasoning, and/or Social Science requirements and focus on teaching students to think critically for themselves. Offerings are uniformly well subscribed and the Philosophy enrollments typically exceed the 525 WSCH/FTEF District goal, partially due to the inclusion of Philosophy sections in the PACE program.

Future Development

The Philosophy program is expected to grow at the same rate as the college, but classroom space is heavily impacted already. There is a need now for an additional full-time instructor and larger classrooms. These needs will persist. Wider use of Philosophy telecourses, mediated instruction and expansion of off-campus classes will increase enrollment.

Implications for Facilities

Access to one large lecture hall (capacity 100) for all morning and evening class times will be needed. The Philosophy program will need also at least two general classrooms with movable chairs to facilitate discussion groups. Mediated instructional resources should be available. Philosophy students will need access to a social science computer lab for research projects and interactive instruction.

Philosophy

Headcount or FTES

Year	1999	2000	2001	2002	2003	2009	2012	2018
Headcount	704	619	635	585	560	904	1,032	1,345
FTES	66.98	60.73	57.80	61.35	57.78	82.27	93.92	122.39
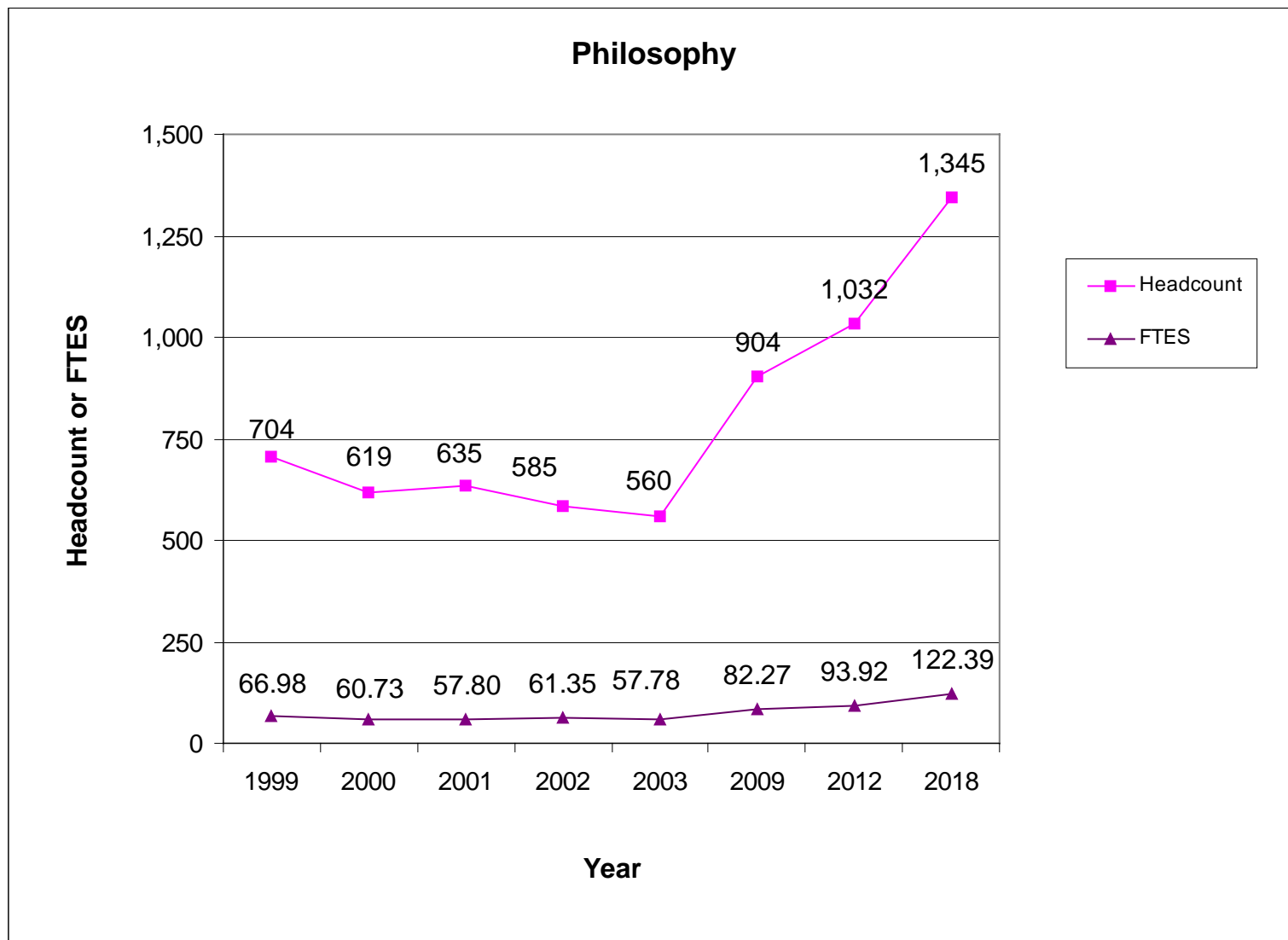
Physical Education

Program Description

The Physical Education program is comprised of both three-unit lecture courses and one or one-half unit activity courses focusing on both individual and team activities. The department typically exceeds the 525 WSCH/FTEF District goals. Dance courses are included within the PE curriculum. Weight training, circuit training, and body conditioning classes are among the most popular.

Future Development

The Physical Education program is expected to grow at the same rate as the college. Additional course offerings will be explored and added as needed to meet student needs and interests.

Implications for Facilities

The bond project list includes outdoor facility improvements such as an all-weather track, softball fields, and an aquatics facility, as well as the upgrading of the tennis courts, and the soccer and baseball fields.

Physical Education*

Chart showing Headcount and FTES for Physical Education by year:

Year	Headcount	FTES
1999	1,227	164.95
2000	1,345	177.05
2001	1,756	231.45
2002	1,645	213.94
2003	1,097	156.42
2009	1,430	203.84
2012	1,632	232.70
2018	2,127	303.24
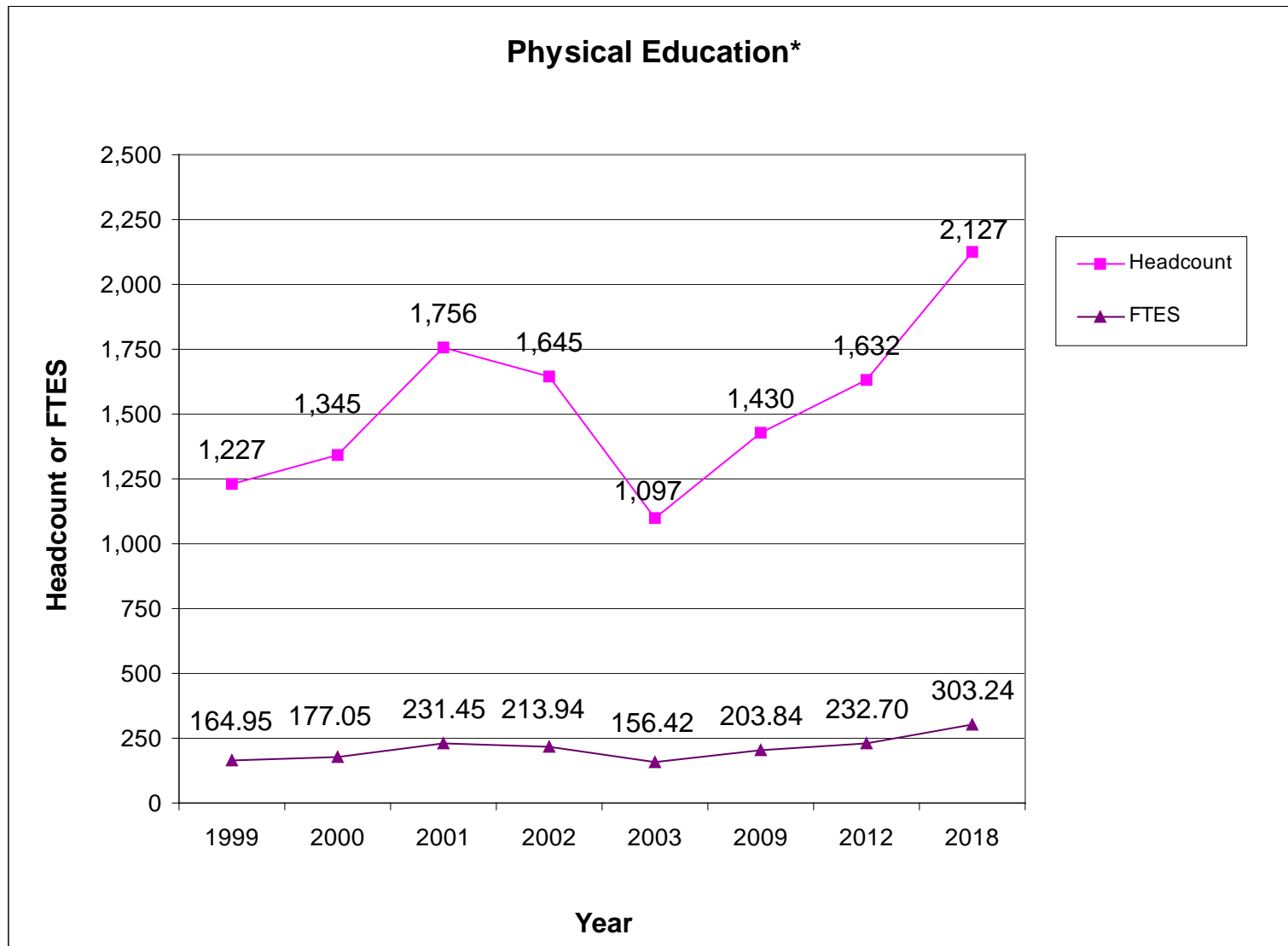
* Projections were revised to be based on the actual enrollment in 2003.

Physics and Physical Science

Program Description

The Physics and Physical Science disciplines at Oxnard College are non-degree granting and serve primarily as general education options for transfer students planning to major in computer science, engineering, mathematics, architecture, and the physical and biological sciences. Physics courses are offered in the evening as a convenience to students (which is not the case at Ventura or Moorpark colleges) and are coordinated with the Mathematics department, since the Physics courses have math prerequisites. Physical Science has not been offered in recent semesters, but a new course, Physical Science Concepts, aimed at liberal studies majors and K-12 teachers has recently been added to the curriculum.

Future Development

Both Physics and Physical Science are under-developed disciplines that should grow at the same rate as the college. A recent Program Review document identifies several future goals, including hiring an Instructional Laboratory Technician to service labs and repair equipment, initiating, an Associate degree program in Physics, and instituting an equipment replacement program. If the demand for elementary teachers continues, the Physical Science course may grow rapidly.

Implications for Facilities

Since the Physics and Physical Science courses are taught in a relatively new laboratory in the Letters & Science building, and new equipment was purchased during the construction period and prior to occupancy, these facilities should remain adequate for several years.

Physics*
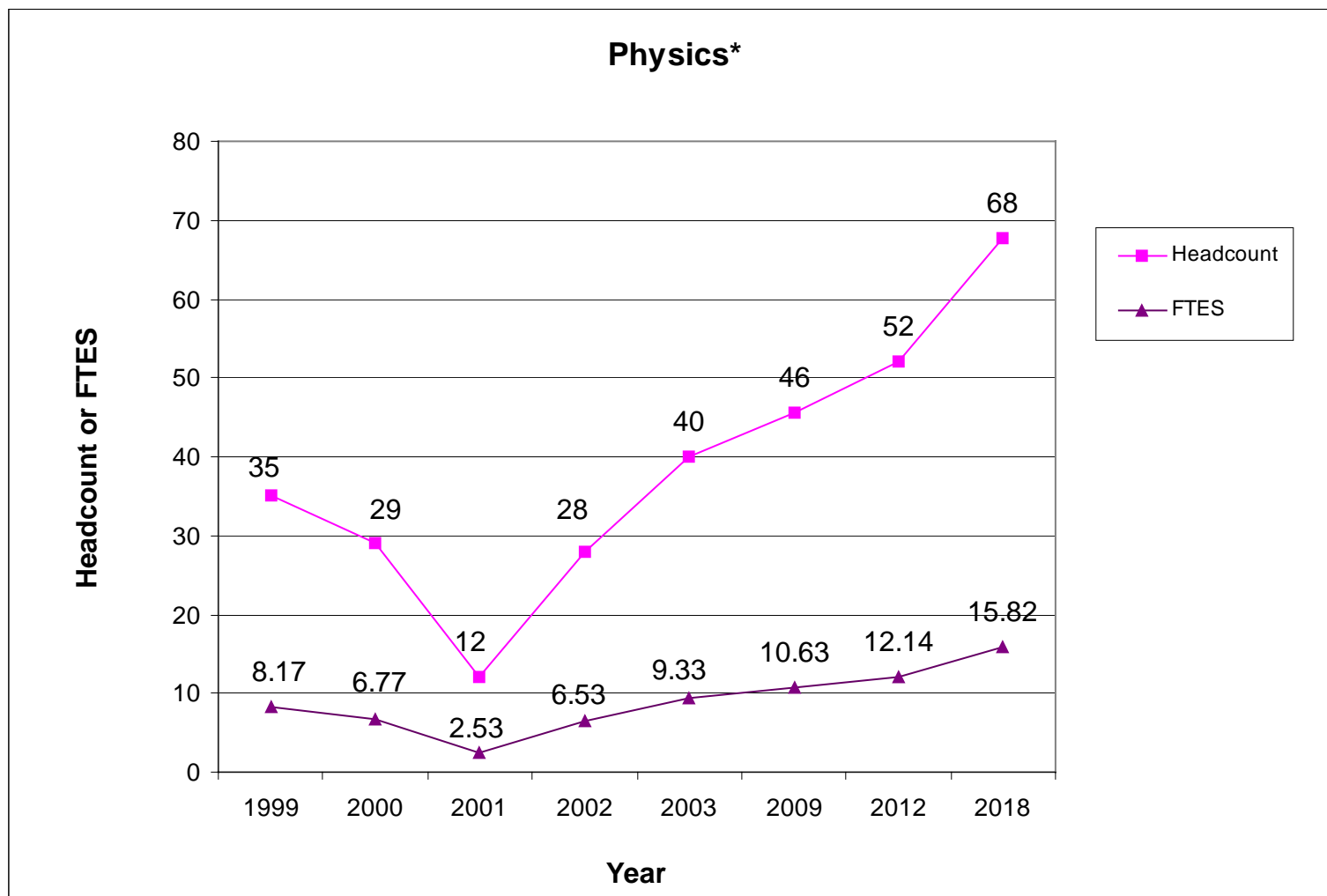
* Projection is calculated based on average headcount and FTES in 1999 and 2000.
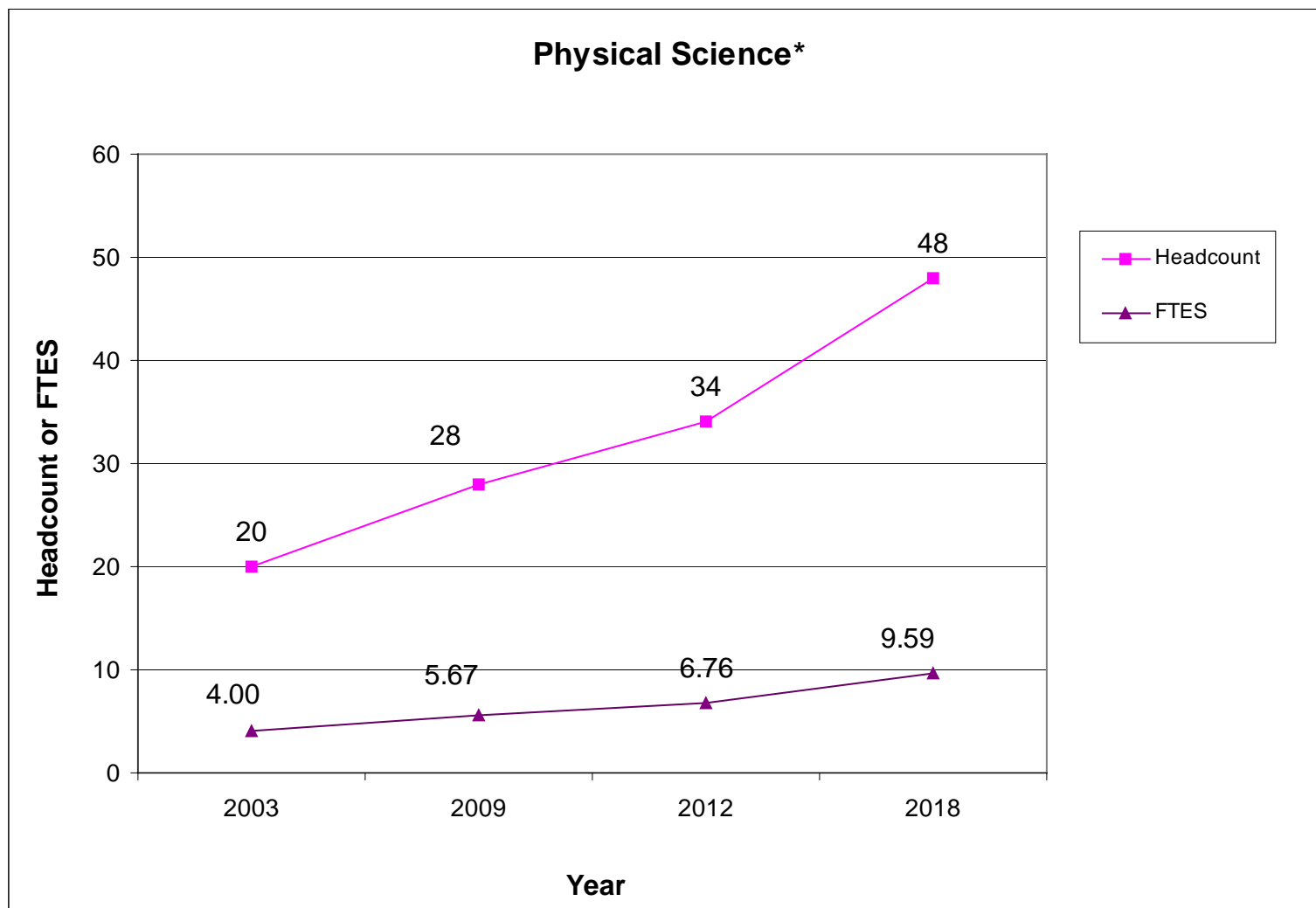
Physical Science*

* Program was first offered in 2003 and is projected to grow at a rate higher than that of the college (6%).

Political Science
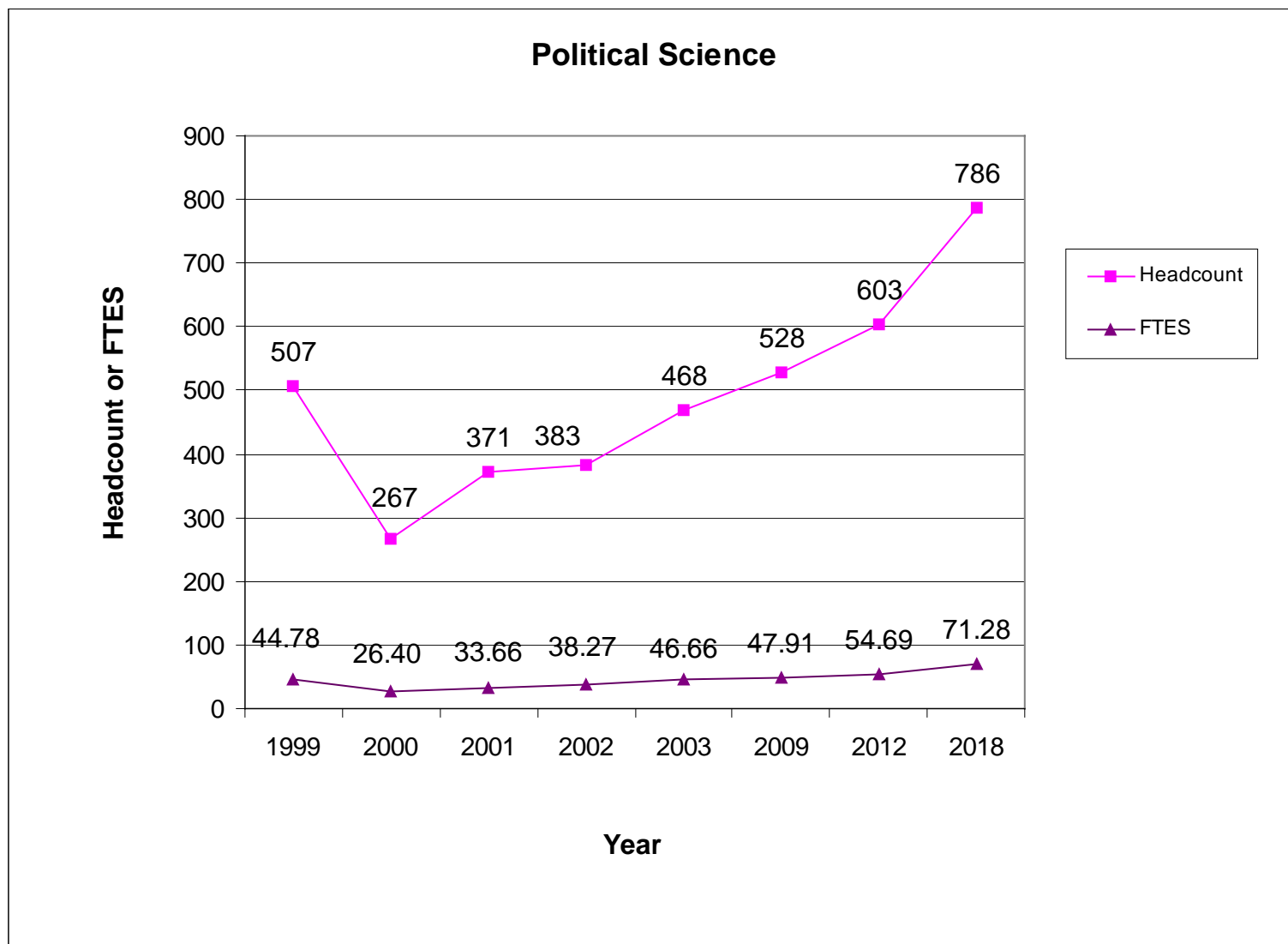
Program Description

The Political Science program consists of transfer-level courses and the option of earning an Associate of Arts degree. Courses are offered during the day, evening and weekend, in short-term and alternate learning modalities such as telecourses, as well as in the PACE Program.

Future Development

Political Science classes will grow at the same rate as college enrollment, but new types of instruction will require new facilities and additional resources. Expanded Internet research, video conferencing in classrooms and the social science lab and a large increase in distance learning students will define the Political Science program of the future. Also, participation in the Model United Nations project and similar activities will expand the modalities of Political Science instruction. More short-term courses will serve the needs of businesses and citizens in the community. Courses in high schools may increase.

Implications for Facilities

Regular access to a large, high tech, lecture hall (capacity 100) will be needed for the introductory sections of Political Science that fulfill the *American Institutions* requirement. Use of additional general classrooms, fully equipped with technology, is needed as well as regular use of a larger social science laboratory (capacity 40).

Political Science

Chart showing Headcount and FTES for Political Science by year.

Year	1999	2000	2001	2002	2003	2009	2012	2018
Headcount	507	267	371	383	468	528	603	786
FTES	44.78	26.40	33.66	38.27	46.66	47.91	54.69	71.28

Psychology

Program Description

The Psychology program consists of an array of UC and CSU-transferable courses and offers the option of an Associate of Arts degree. One full-time faculty member leads the program. On average, approximately seven Psychology courses are offered each semester, several with multiple sections, during the day, and evening, and short-term, off-campus and telecourse options are offered on occasion. Some degree-required courses are offered on a rotational basis every third semester and every semester and some Psychology courses are required for Child Development and recommended for Addictive Disorders Studies majors. Specific courses are also co-listed with Sociology, Chicano Studies, and Child Development, which benefit enrollments.

Future Development

The Psychology program will continue to grow as the same rate as the college and will service a greater variety of paraprofessional programs as well as students seeking general education credit. Expanded offerings to meet major and special program requirements are expected. Mediated instructional modalities will be developed as the program continues to grow.

Implications for Facilities

Regular access to a large, high tech lecture hall (capacity 100) will be needed for at least the introductory sections of Psychology. A new and appropriately equipped laboratory for Psychology classes and research projects is necessary. Use of additional general classrooms is expected.

Psychology

Headcount or FTES vs. Year

Year	1999	2000	2001	2002	2003	2009	2012	2018
Headcount	343	397	443	434	423	631	720	938
FTES	34.90	38.20	45.30	43.87	40.80	64.48	73.61	95.92

Legend: ■ Headcount ▲ FTES
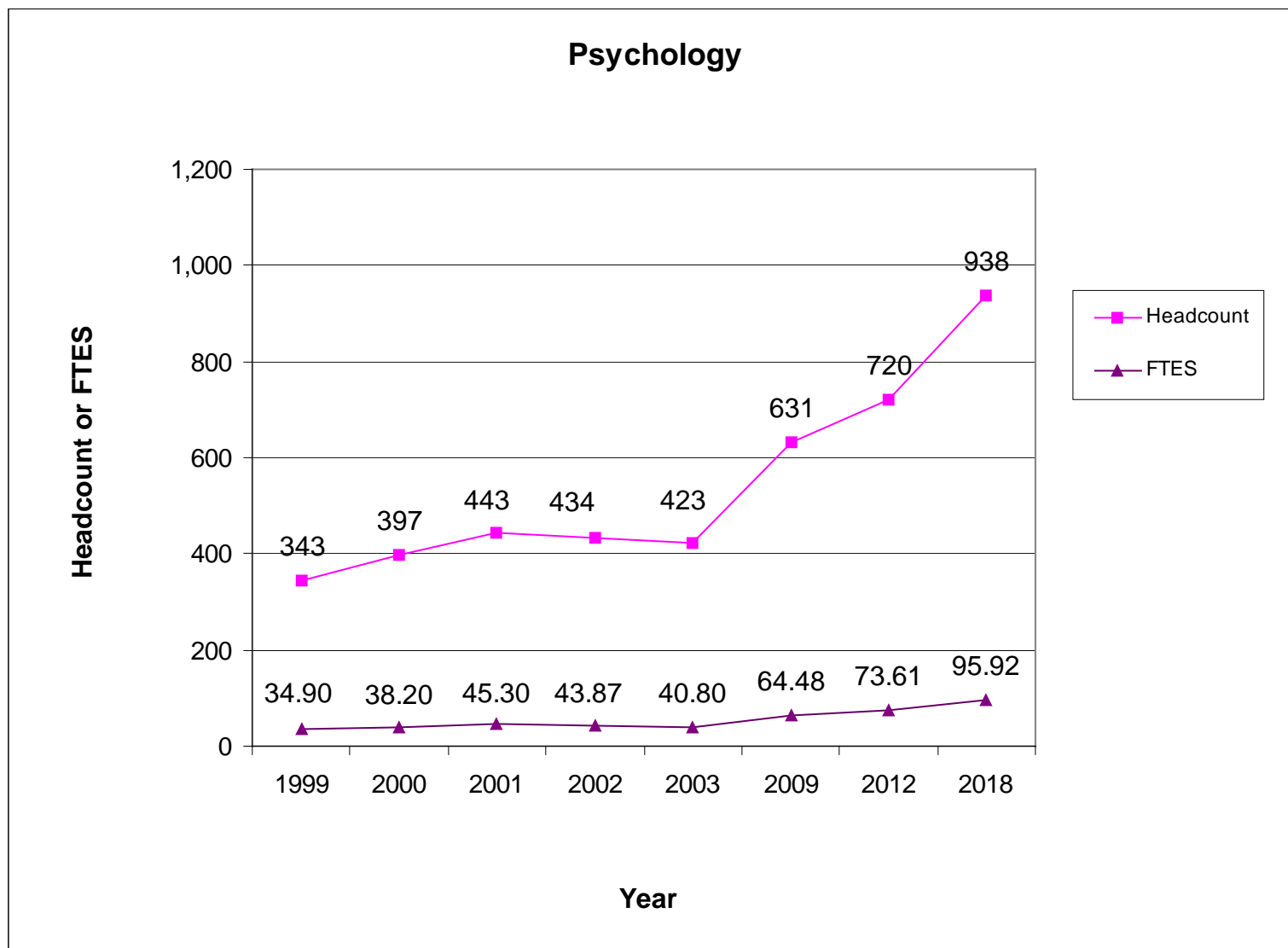
Sociology

Program Description

  The Sociology program offers courses that fulfill a Social Science requirement and are relevant to the educational needs of students, especially those completing a General Education curriculum to transfer to a university. Students may earn an Associate of Arts degree in Sociology or may select the Human Services certificate program. The Sociology program also offers an American Humanics option in an alliance with other colleges, universities and non-profit organizations preparing undergraduates for careers with youth and human service agencies. Several courses in the Sociology curriculum are co-listed with other Social Science program areas. Sociology classes tend to be large and therefore meet or exceed the 525 WSCH/FTEF target.

Future Development

  As demand increases for special course offerings related to Early Childhood Education and Human Services, the Sociology program will grow at a slightly higher rate (4.75%) than the college average. Enrollment in introductory classes is expected to remain high and distance-learning courses will attract a greater range as well as a greater number of students. New modes of instructional technology including more laboratory classes and access to the Internet will define the Sociology program of the future.

Implications for Facilities

  Access to a large lecture hall (capacity 100) is needed as well as additional general classrooms during the morning and evening instructional hours. Regular use of a large social science laboratory (capacity 40) is necessary. Access to small conference rooms for tutoring and meeting distance learning students are needed. Secure storage for instructional resources is essential

Sociology*
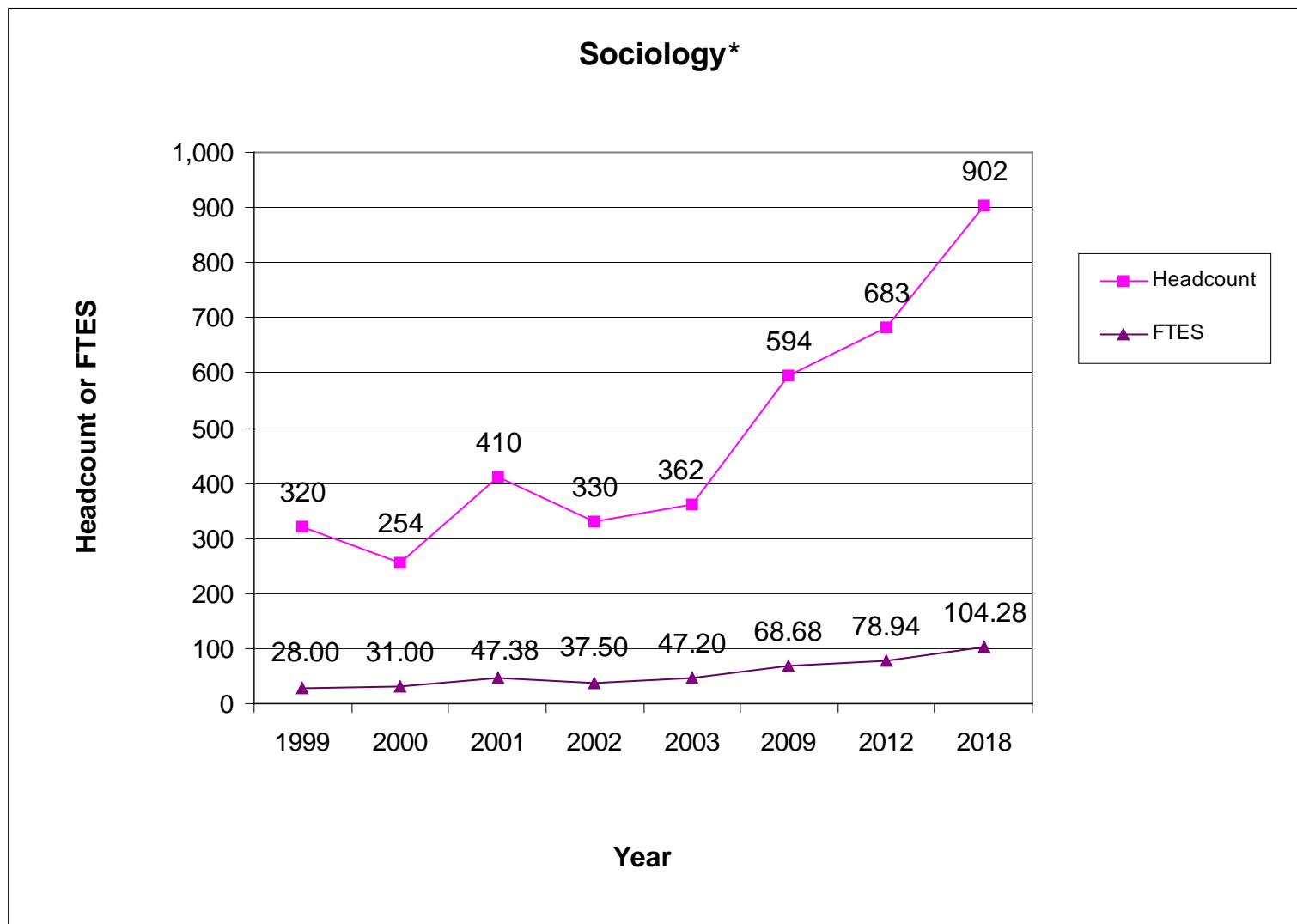
* Projected to grow at a rate higher than that of the college (4.75%).

Spanish

Program Description
The Spanish curriculum is the most extensively developed and offered curriculum of the college's foreign language courses. A four-semester sequence is offered regularly. The first two courses are offered in multiple sections throughout the day and night, and the second two courses are offered morning and late afternoon or early evening. Seventeen Spanish courses, addressing culture and literature, as well as written and spoken language skills, are offered. An Associate of Arts degree in Spanish is available; however, the majority of students who take Spanish courses seek to fulfill a general education requirement for transfer to a university.

Future Development
As the college's growth occurs, so will the general education population of students taking Spanish and other foreign languages increase. Further growth in Spanish enrollments is likely as students begin preparing to transfer to CSU Channel Islands, where most, if not all, majors will require or strongly recommend foreign language courses, and several majors will require or strongly recommend foreign languages as lower-division preparation.

Implications for Facilities
Spanish courses require general classroom space, with availability of mediated instruction, which will be addressed in the bond project. Access to a consistently staffed lab environment is critical to the program.

Spanish
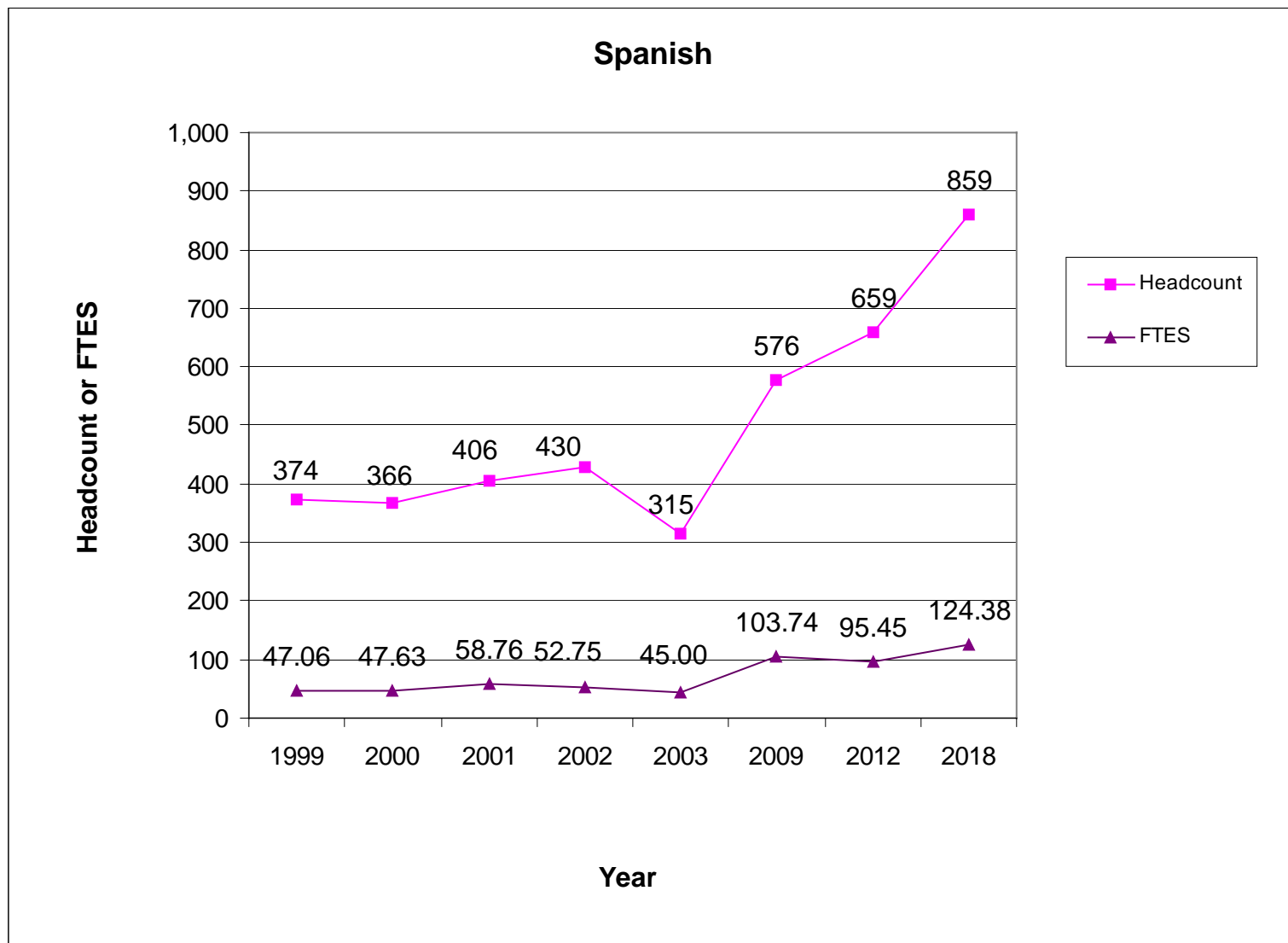
Speech

Program Description

The Speech curriculum at the college serves three different disciplines: public and group communications, Theatre Arts, and English as a Second Language. Several sections of Introduction to Oral Communication are offered each semester. This course fulfills the oral communication requirement for students transferring under the CSU or IGETC patterns to the UC and CSU systems.

Future Development

The Speech program expects to grow at a rate comparable to the rate of the college as a whole. A full-time Speech instructor has been hired effective July 1, 2004. The addition of full-time faculty and added growth will lead to additional curricular offerings.

Implications for Facilities

Speech courses require general classroom space, with availability of mediated instruction, which will be addressed in the bond project.

Speech*
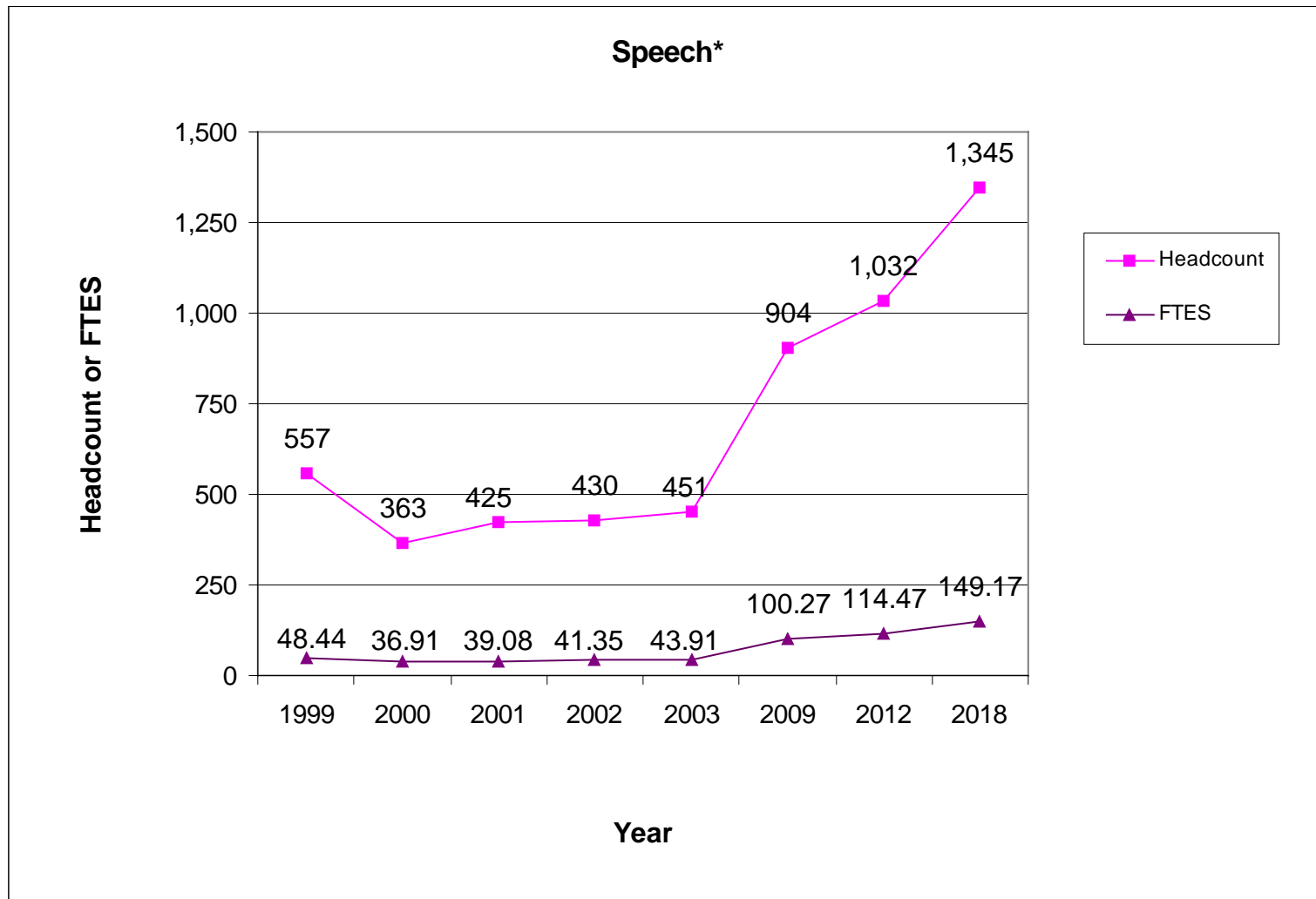
* Projected to grow at a rate higher than that of the college (enrollment -9.9% & FTES 12.5%) through 2009. From 2010 through 2018, the program is projected to grow at a rate comparable to that of the college.
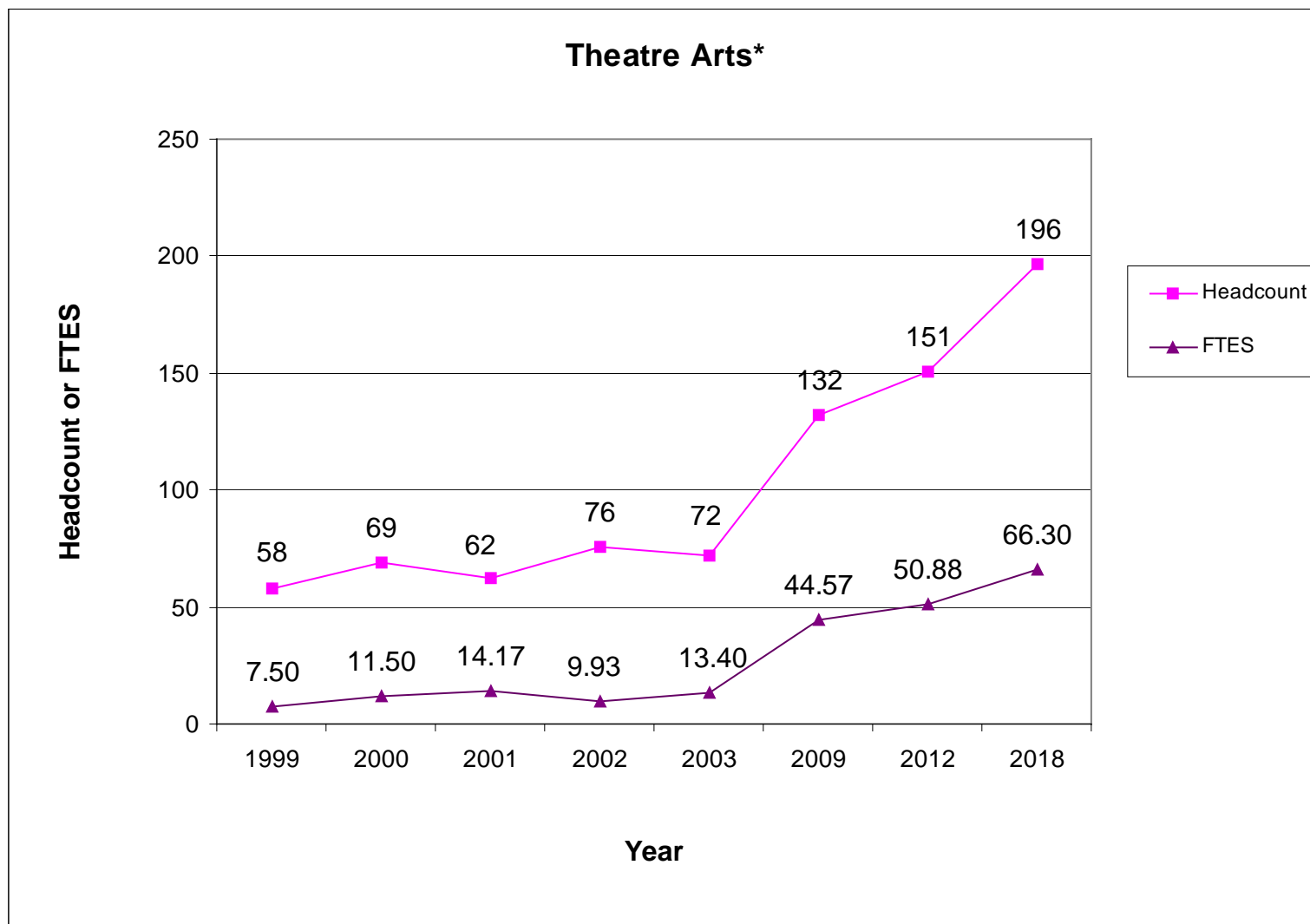
Television

Program Description

The Television curriculum consists of six courses. Five are taught regularly each academic year. Emphasis in the program is on studio operation, television production, and directing and editing. Courses make clear the practices used for all phases of the television production process. The program seeks to provide a practical framework for approaching a diverse set of production problems. An Associate's degree is available. In addition to course work, Oxnard College Television (OCTV) operates as an adjunct of the Television program and provides programming to the community through local cable outlets. Enhanced capability in non-linear editing has started.

Future Development

The Television program is projected to grow at a rate comparable to the college's overall growth.

Implications for Facilities

The program is supported by a production studio, post-production editing facility, equipment, control room, which have been identified as unquestionably one of the best equipped in most Southern California Community Colleges. Studio facilities will be relocated prior to the renovation of the Learning Resources Center to the Performing Arts building.

Television*

Chart showing Headcount and FTES by Year for the Television program.

Headcount values: 1999: 50, 2000: 43, 2001: 46, 2002: 55, 2003: 26, 2009: 98, 2012: 112, 2018: 146

FTES values: 1999: 10.00, 2000: 8.00, 2001: 8.83, 2002: 15.93, 2003: 5.27, 2009: 27.77, 2012: 31.70, 2018: 41.31

X-axis: Year
Y-axis: Headcount or FTES
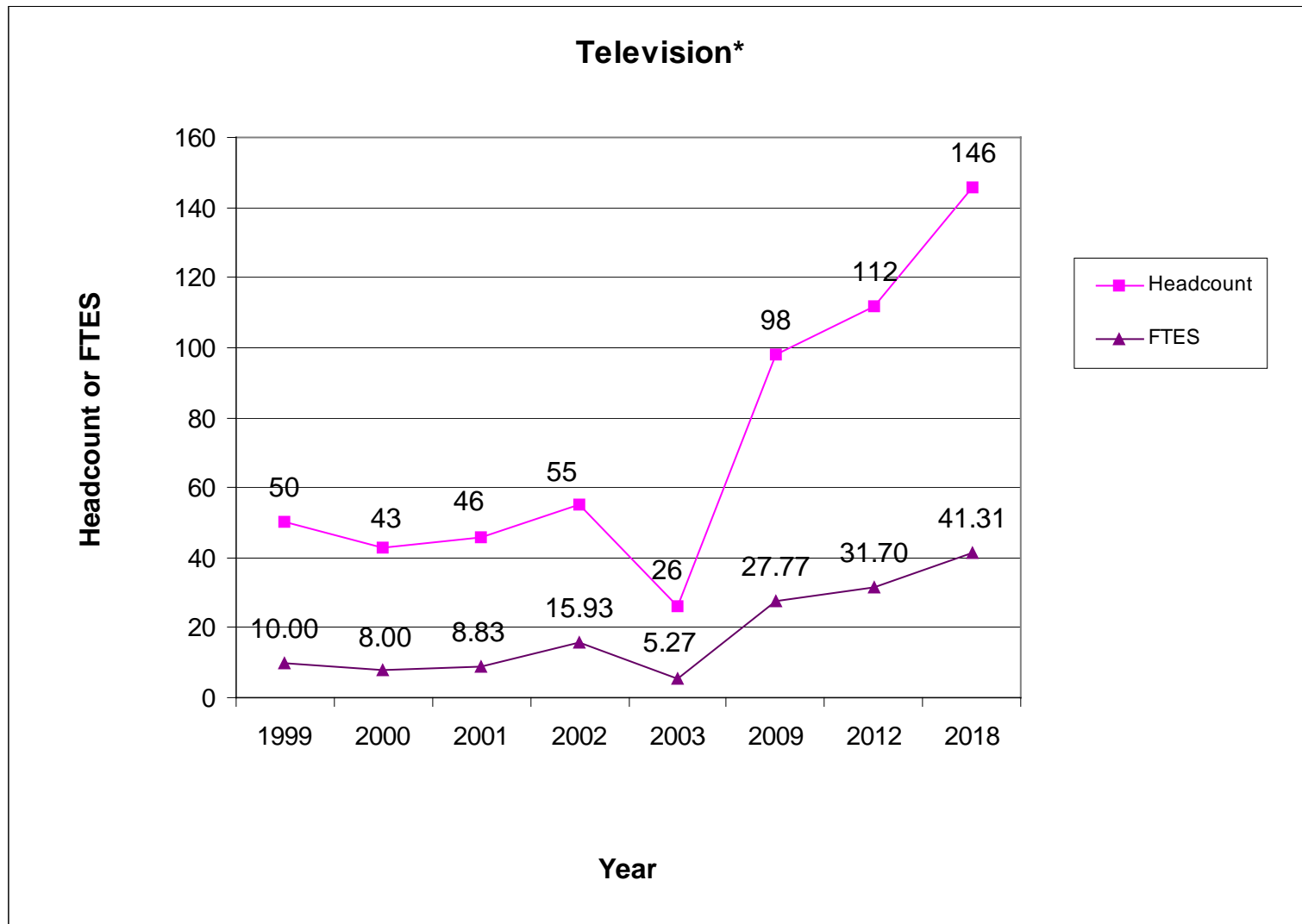
* Projected to grow at a rate higher than that of the college (enrollment -9.9% & FTES 15.4%) through 2009. From 2010 through 2018, the program is projected to grow at a rate comparable to that of the college.

Theatre Arts

Program Description

The Theatre Arts program is designed to provide preparation for majors in the arts, English, History, and other disciplines. The program's course offerings also support the transfer function of the college. Theatre Arts offers a combination of traditional classroom and performance-based instruction. The program offers one major production each year.

Future Development

The program is projected to grow at a rate comparable to the college's overall growth rate. Plans call for productions annually, enhanced high school outreach, and performances of live theatre productions on the college television station. New film history courses will be assigned course numbers. All courses will be updated to be transferable with a Major in Acting and Technical Theatre to be established.

Implications for Facilities

General classrooms will include space for acting, voice, and movement classes without conventional chairs and including room to rehearse. In additional to general classroom space, Theatre Arts requires performance space. Construction of a Fine and Performing Arts facility, including a 400-seat theatre, plus a 100-seat black box theatre with moveable audience seating, is planned as part of the bond project. Areas designated for set construction, costume building, and make-up are needed along with a ticket box office and offices for three professors and a management person. Storage facilities should contain sets, lighting equipment, paint, costumes, and properties from past productions. A lighting booth, cat walk, and wing space with a stage manager's station should complete the new building's required needs.
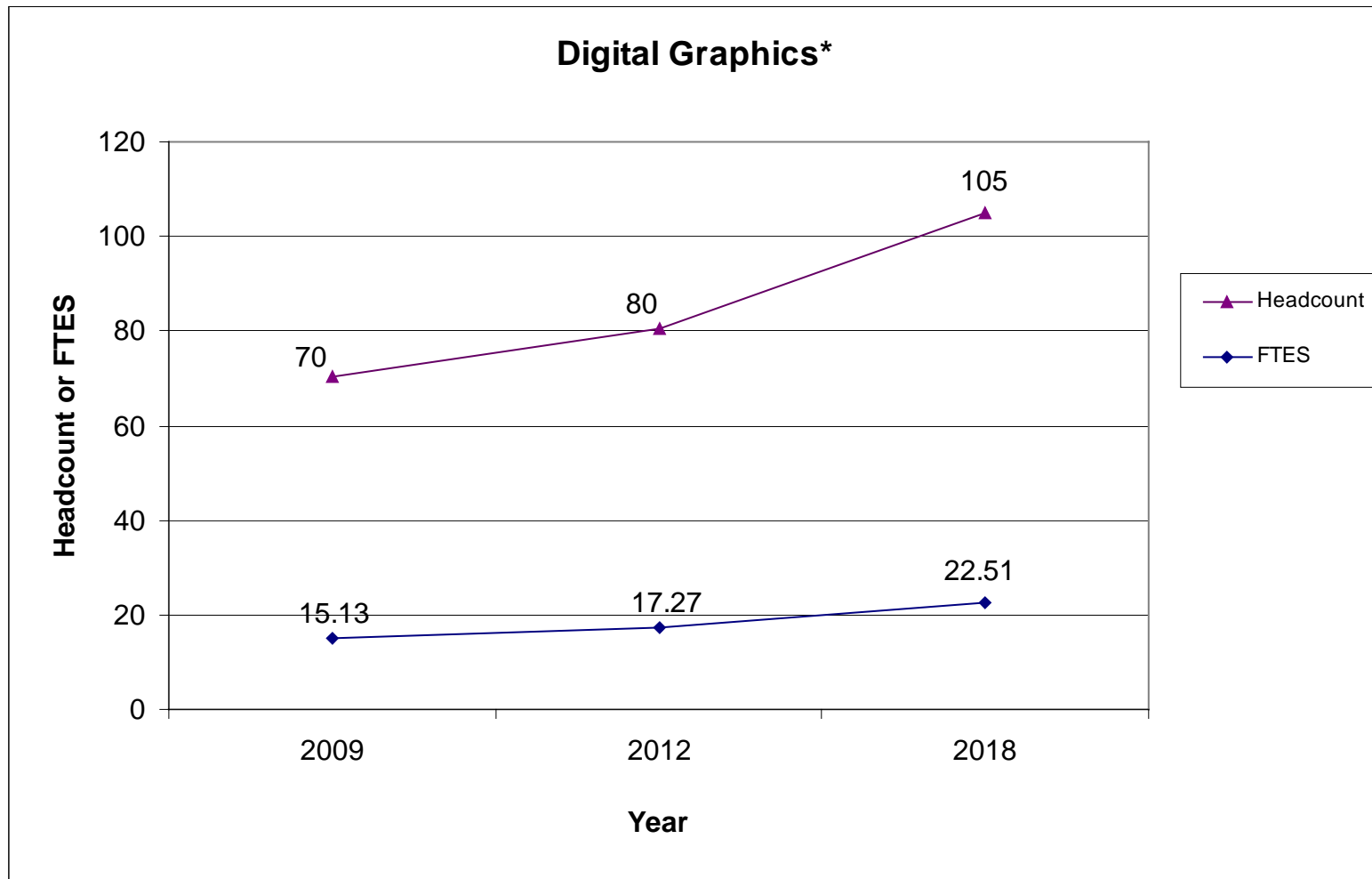
Theatre Arts*

* Projected to grow at a rate higher than that of the college (enrollment -9.9% & FTES 15.4%) through 2009. From 2010 through 2018, the program is projected to grow at a rate comparable to that of the college.
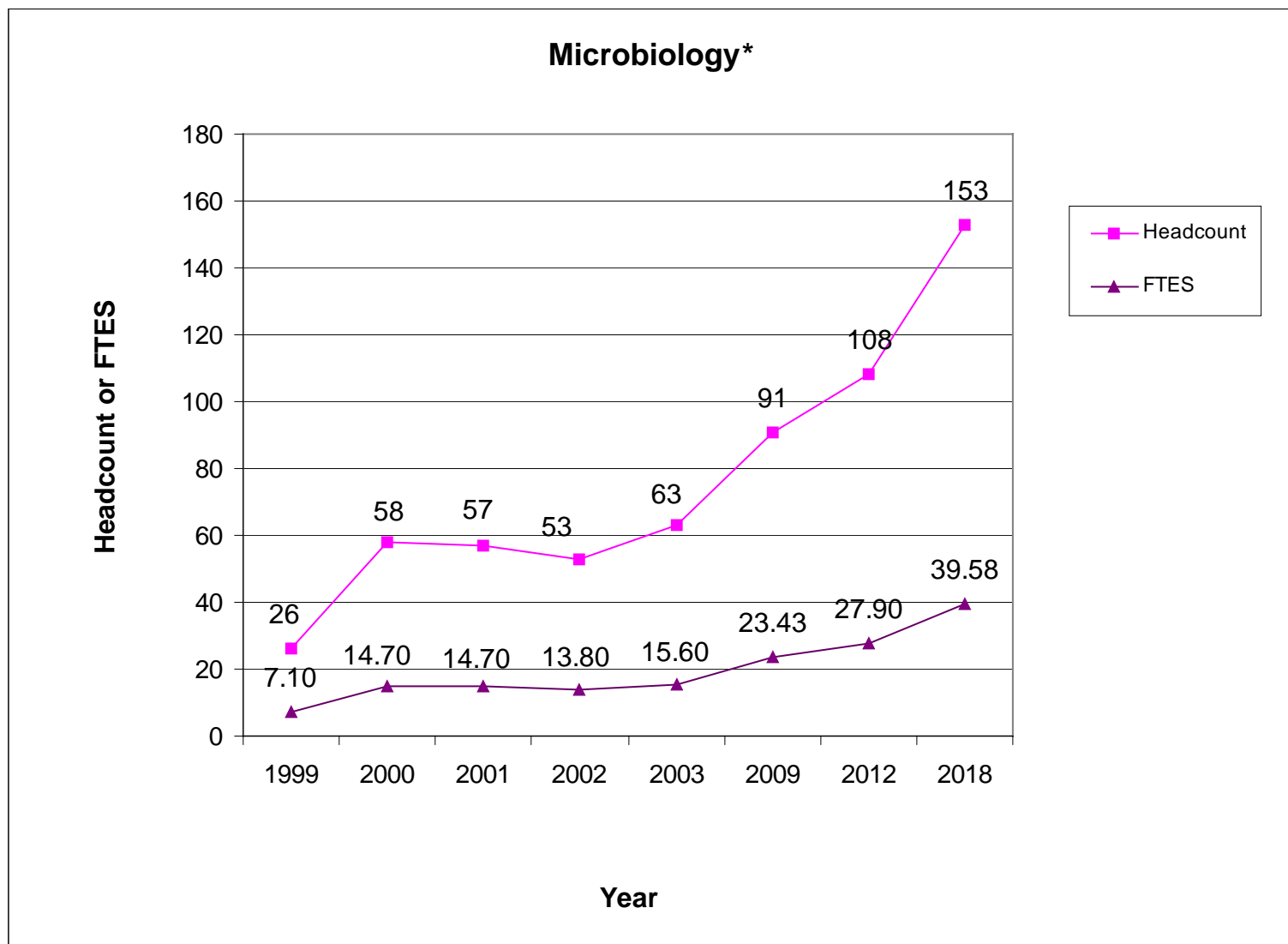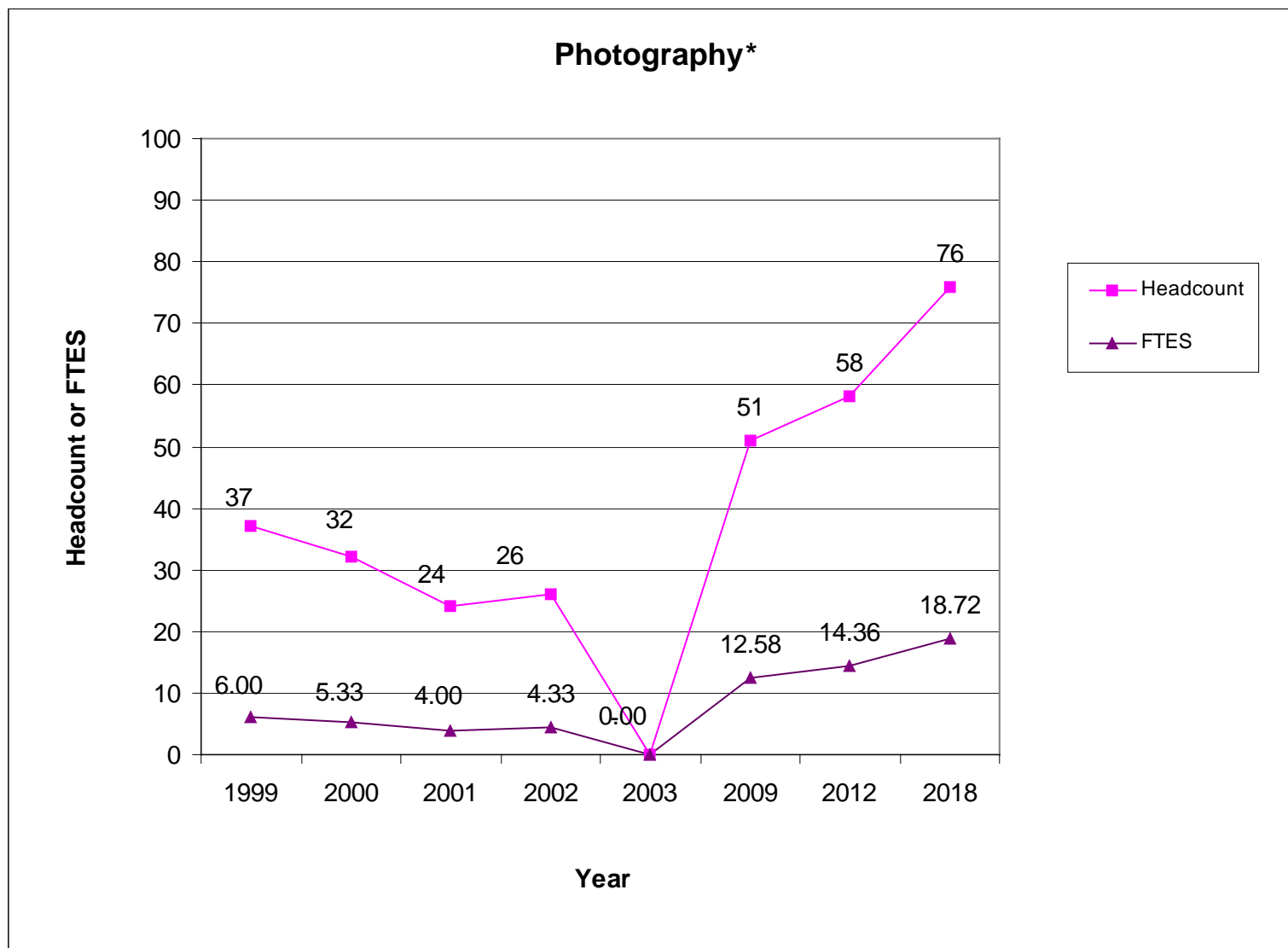
Travel & Tourism – (Suspended)

Dance*

Headcount or FTES (y-axis)

400
350 — 343
300
263
250
223
200
150
100
50 — 37.92
19.08   29.09
0

2009   2012   2018

Year

Legend: ▲ Headcount   ◆ FTES
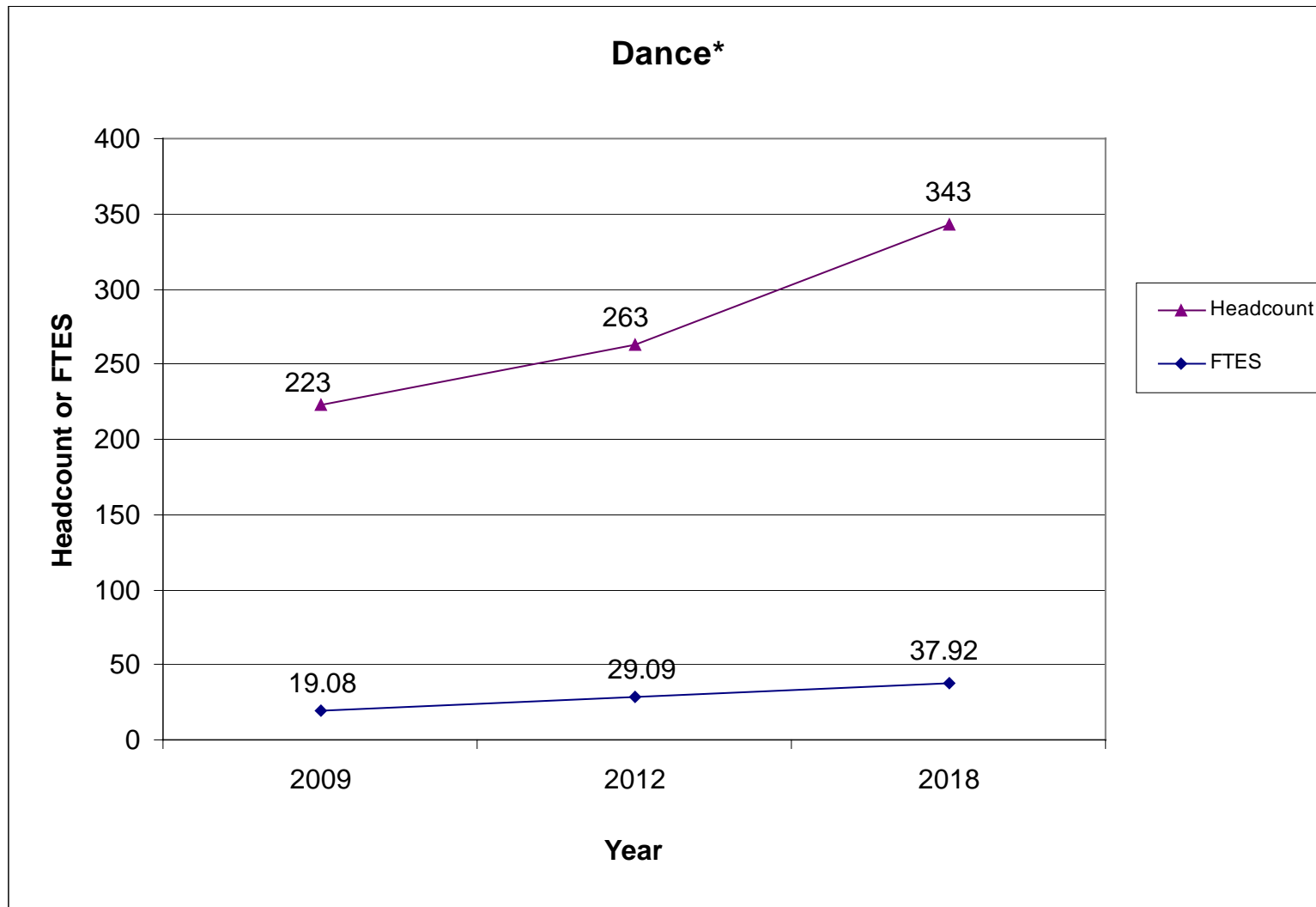
* The Dance program is expected to begin in 2004 and grow at a rate significantly higher than that of the college (30.3% enrollment & 33.6% FTES) through 2009. From 2010 through 2018, the program is projected to grow at a rate comparable to that of the college.
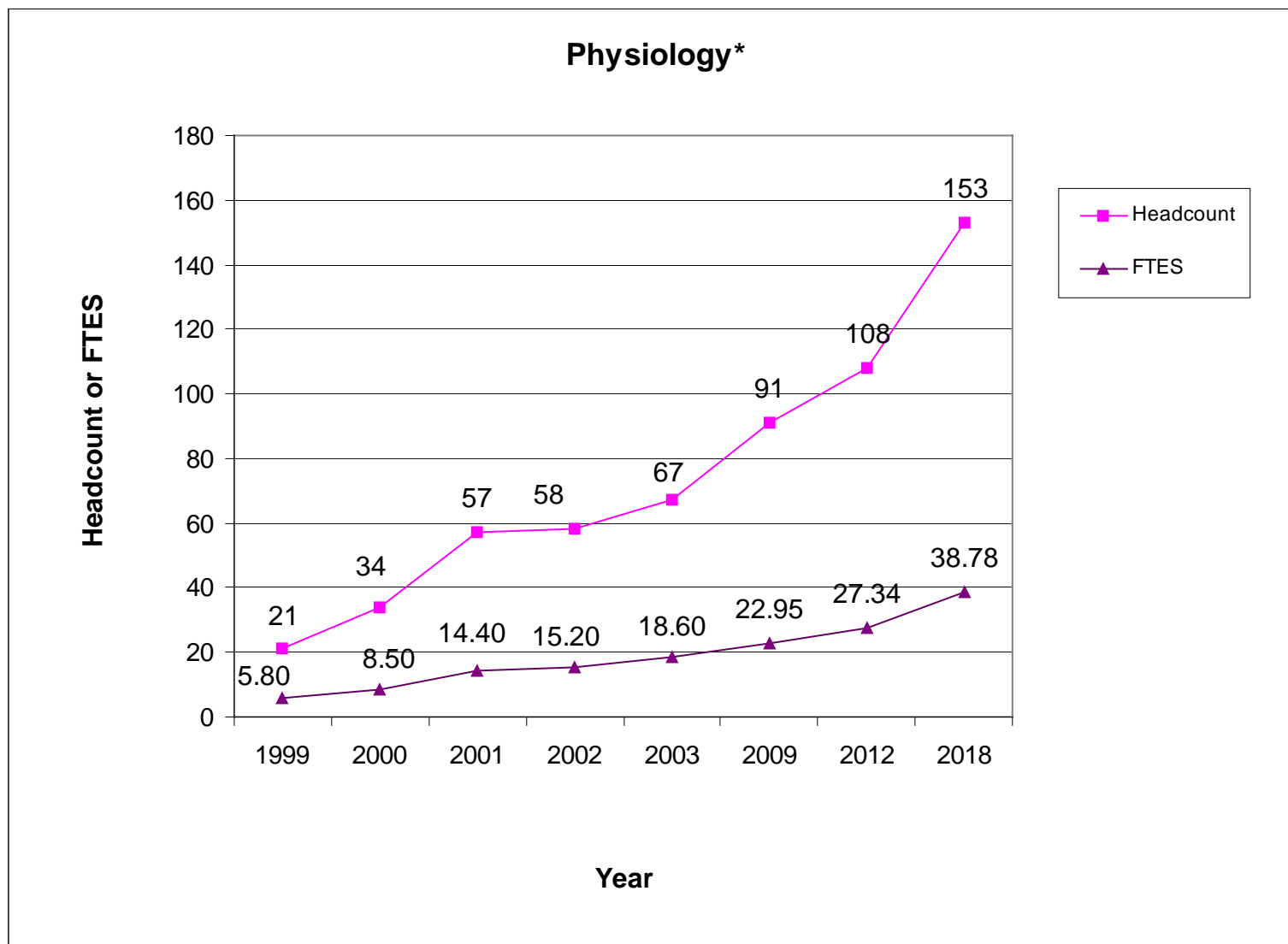
Digital Graphics*

Headcount or FTES (y-axis)

Year (x-axis): 2009, 2012, 2018

Headcount: 70, 80, 105
FTES: 15.13, 17.27, 22.51

Legend: Headcount, FTES

* The Digital Graphics program is expected to begin in 2004 and grow at a rate significantly higher than that of the college (37% enrollment & 46% FTES) through 2009. From 2010 through 2018, the program is projected to grow at a rate comparable to that of the college.
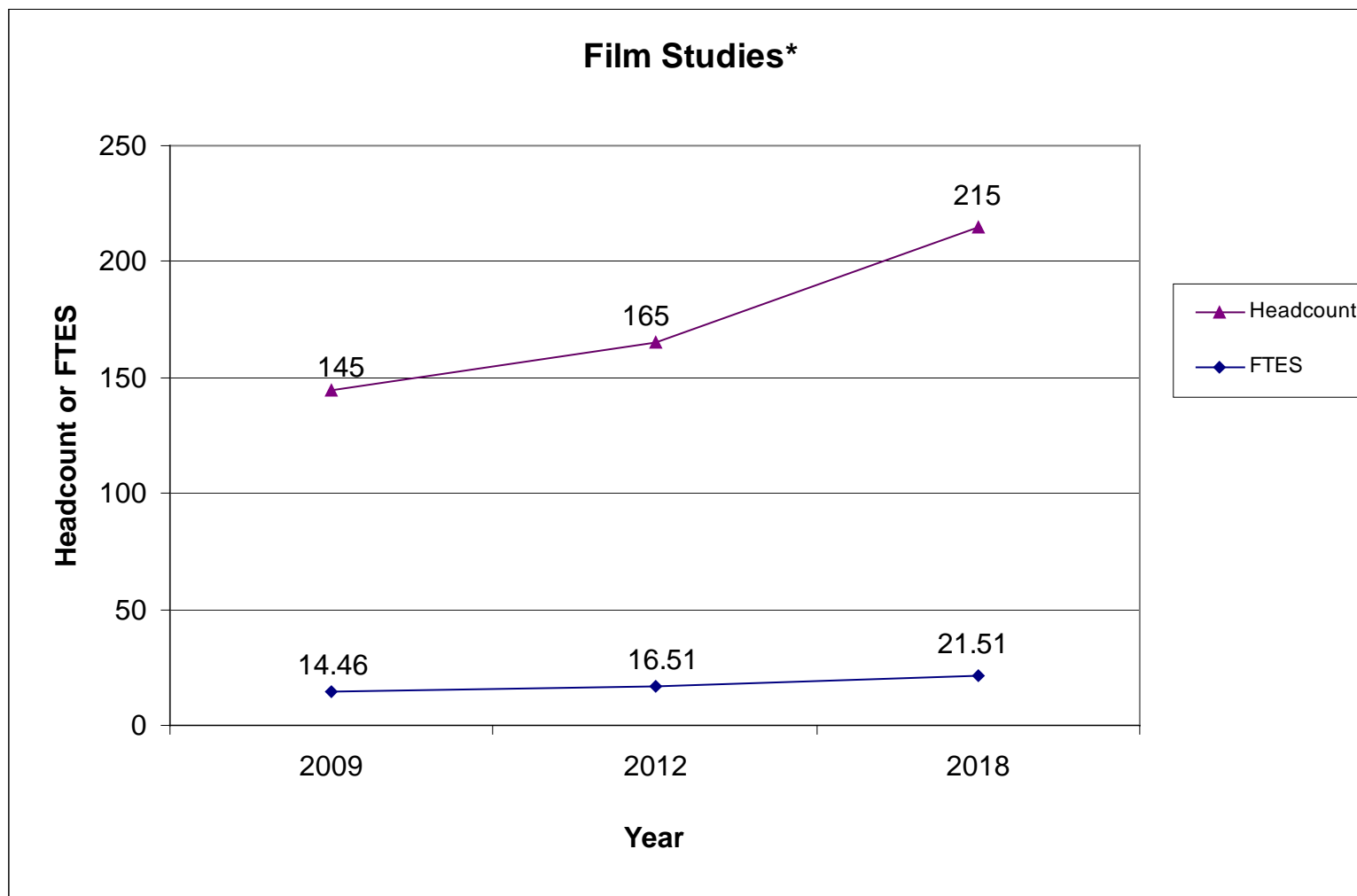
Film Studies*

* The Film Studies program is expected to begin in 2004 and grow at a rate significantly higher than that of the college (24.6%) through 2009. From 2010 through 2018, the program is projected to grow at a rate comparable to that of the college.

Microbiology*

Chart showing Headcount and FTES by Year:

Year	Headcount	FTES
1999	26	7.10
2000	58	14.70
2001	57	14.70
2002	53	13.80
2003	63	15.60
2009	91	23.43
2012	108	27.90
2018	153	39.58

Y-axis: Headcount or FTES
X-axis: Year

* Projected to grow at a rate higher than that of the college (6%).

Photography*

* Projected to grow at a rate higher than that of the college (enrollment -9.9% & FTES 15.4%) through 2009. From 2010 through 2018, the program is projected to grow at a rate comparable to that of the college.

Physiology*

Chart plotting Headcount and FTES versus Year.

Year	1999	2000	2001	2002	2003	2009	2012	2018
Headcount	21	34	57	58	67	91	108	153
FTES	5.80	8.50	14.40	15.20	18.60	22.95	27.34	38.78

Y-axis: Headcount or FTES (0 to 180)

X-axis: Year

* Projected to grow at a rate higher than that of the college (6%).

Oxnard College

Educational Master Plan

Student Support

Admissions & Records
Career Resources Center
Child Development Center
Counseling
Educational Assistance Center (EAC)
Extended Opportunities Program & Services (EOPS)
Financial Services
International Students Program
Learning Center
Library
Matriculation
Puente Program
Re-Entry Center
Student Activities
Student Health Center
Transfer Center
Tutorial Center

Admissions & Records

Program Description

The Office of Admissions & Records assures the right of students to attend Oxnard College or any other college in the District. The office provides direct service to students in the areas of application to the college, registration for classes, residency status, military status, athletic eligibility, veterans' certification, enrollment verification, transfer certification, IGETC, CSU/UC, transcript requests, student file maintenance, and graduation. The Admissions & Records office provides rosters, census reports, drops information, grade report rosters, and other related functions for the faculty. Support is also provided to the Financial Aid office, the Oxnard State Department of Rehabilitation office, and the Military Tuition Assistance program. The admissions component at the college is part of the Matriculation process.

Future Development

Although past accreditation reports have identified the need to increase Admissions & Records staff, this has not occurred. As the college grows, however, increased staff will be required for the office to merely maintain its current service level. Additional staff will be necessary to provide additional services.

Implications for Facilities

The current working conditions are overcrowded and counter space and facilities to see students are at a minimum, both of which underscore the need for additional work space. Admissions & Records office space will be designed into the Student Services building, scheduled for construction during the first phase of the bond project.

Career Resource Center

Program Description
The Career Resource Center offers employment services to all enrolled students and alumni. Each semester, more than 500 students visit the Center to receive career exploration and job search services. The Center uses job boards to advertise private, local, state, and federal job opportunities. Labor market information, future job outlook, resume writing, and job search techniques are provided to students using text, videotapes, and group presentations. Each year, the Center facilitates and co-sponsors an annual Career Fair on campus, where approximately 50-60 employers recruit students. Government internship opportunities are also provided for both paid and unpaid positions. The Career Resource Center also actively participates in community and high school outreach and recruitment.

Future Development
The Career Resource Center is projected to grow at a rate comparable to the college as a whole. As college enrollment grows, additional resources will be critical to the development of the Career Resources Center, which is currently under-funded.

Implications for Facilities
New permanent facilities for the Career Resources Center will be provided with the construction of the Community/Student Services Center. This relocation will significantly improve the ability of the Career Resources Center to provide services.

Child Development Center

Program Description

The Oxnard College Child Development Center offers full-day and part-day developmental infant, toddler and preschool programs for children between the ages of ten months and five years. The center serves as a laboratory school for Child Development students who are offered opportunities to observe teacher/child interaction and have hands-on experiences working with children. Parents pay tuition, for a contracted schedule. Parent involvement is required

The fundamental goal of the Child Development Center is to provide a safe and caring learning environment for children. The curriculum is well rounded and covers critical thinking, creative experiences, science, music, language development, movement education, social development, school readiness, and individualized assessment. The staff provides activities that are developmentally appropriate and culturally sensitive. Activities are individualized, tailored to children's specific needs and interests, and recognizes each child as special and unique. All staff are committed to the use of positive guidance and maintenance of a classroom climate that is warm and supportive to both children and their parents.

The indoor and outdoor learning environments encourage exploration, self-direction, responsibility, and decision-making. Each child chooses from a variety of "learning centers" including: creative art, math, science, dramatic play, and manipulative activities. These activities (puzzles, Legos, blocks, etc.) enhance fine motor coordination and perceptual skills necessary for school readiness. In addition, opportunities for language and listening skills development and self-expression are provided.

Future Development

Considering that children who attend the Child Development Center are children of Oxnard College students and staff, as well as children from the community, the growth of the college as a whole will result in the concurrent growth of the Child Development Center. Since it is projected that there will be significant increase in the Oxnard College population in the years to come, we are estimating that there will be a need for expanded childcare opportunities. Since the existing Child Development Center has been in operation for over 12 years, experiencing daily wear and tear, we are recommending several repairs and enhancements to the existing facility, as well as an expansion to accommodate an extra 50 toddlers and preschoolers. In addition, to support Accreditation efforts and to reflect best practices, the Center expansion will include two new resource rooms, allowing the Center to be an ever-increasing support to parents and staff. A remodel of the kitchen will accommodate a State Department of Education grant allowing us to offer nutritious morning and afternoon snacks, as well as a hot lunch program daily.

Implications for Facilities

Expansion of the Center is scheduled for the first phase of the bond project. This will include Indoor and Outdoor upgrading for the Infant, Toddler, and Preschool areas. In addition, four new classrooms, a Parent Resource Room and a Staff Room will be constructed in Summer/Fall 2004.

Counseling

Program Description

 The college's full-time counselors provide service in the areas of academic advising, career counseling, and personal counseling. Counselors assist students in planning for a program of study that appropriately reflects their personal interests, potential, and motivation. Counselors also provide students with information about a variety of career options and vocational fields. The services are available to students through scheduled appointments as well as through drop-by sessions. The counseling office is open daily. Each academic year, sections of Personal Growth courses are taught by counseling faculty. These courses introduce students to significant issues that impinge upon academic success and career choice

Future Development

 Counseling growth will be comparable to that of the college. With that growth will come the need for additional counseling personnel at off-campus sites. Expansion of the services currently offered by establishing online services may mitigate that need to some degree. Currently the Counseling Department is down two counselors from academic year 2001-2002.

Implications for Facilities

 As the college grows and the counseling staff increases in number, there will be a need for added office space for on and off campus for counselors. The Counseling Center will be relocated to the Student Services Center, when it is constructed in the first phase of the bond project's implementation.

Educational Assistance Center (EAC)

Program Description
The EAC provides special support services and classes for students with learning, physical, developmental, and communication disabilities. Services include Learning Skills classes and access to the High Tech Center for students, as well as interpretive service for the hearing-impaired, tutoring, and test-taking accommodations. The center offers courses in five areas: Assistive Computer Technology, Disability Studies, Employment Preparation, Learning Skills, and Special Education.

Future Development
Program growth and student needs are expected to parallel the college's growth. Goals include promoting the program and its diversity; providing state-of-the-art facilities, resources, and technology; improving community relations; assessing program quality; and maximizing student success by improving services, retention, and completion rates. Additional staff will be required in the future to accommodate program growth.

Implications for Facilities
The growing EAC program has outgrown its current facilities and is in **critical** need of additional space. While not specifically referenced in the bond issue project list, the program will require facilities consideration in order to successfully serve its clientele. Immediate facility needs are a testing/proctoring room and three faculty offices. The EAC has been approved to move into the new Student Services Building.

Assistive Computer Technology

Learning Skills
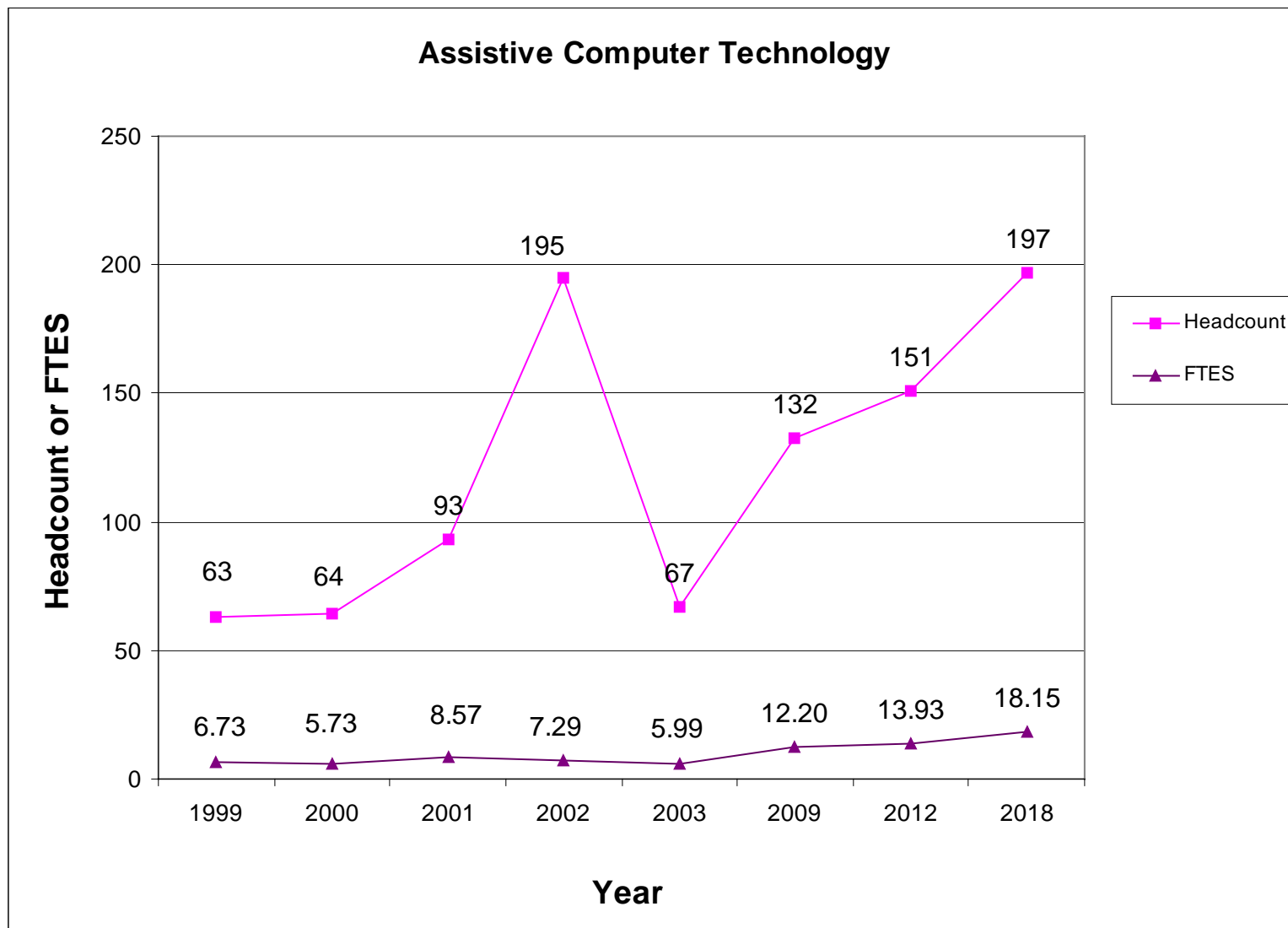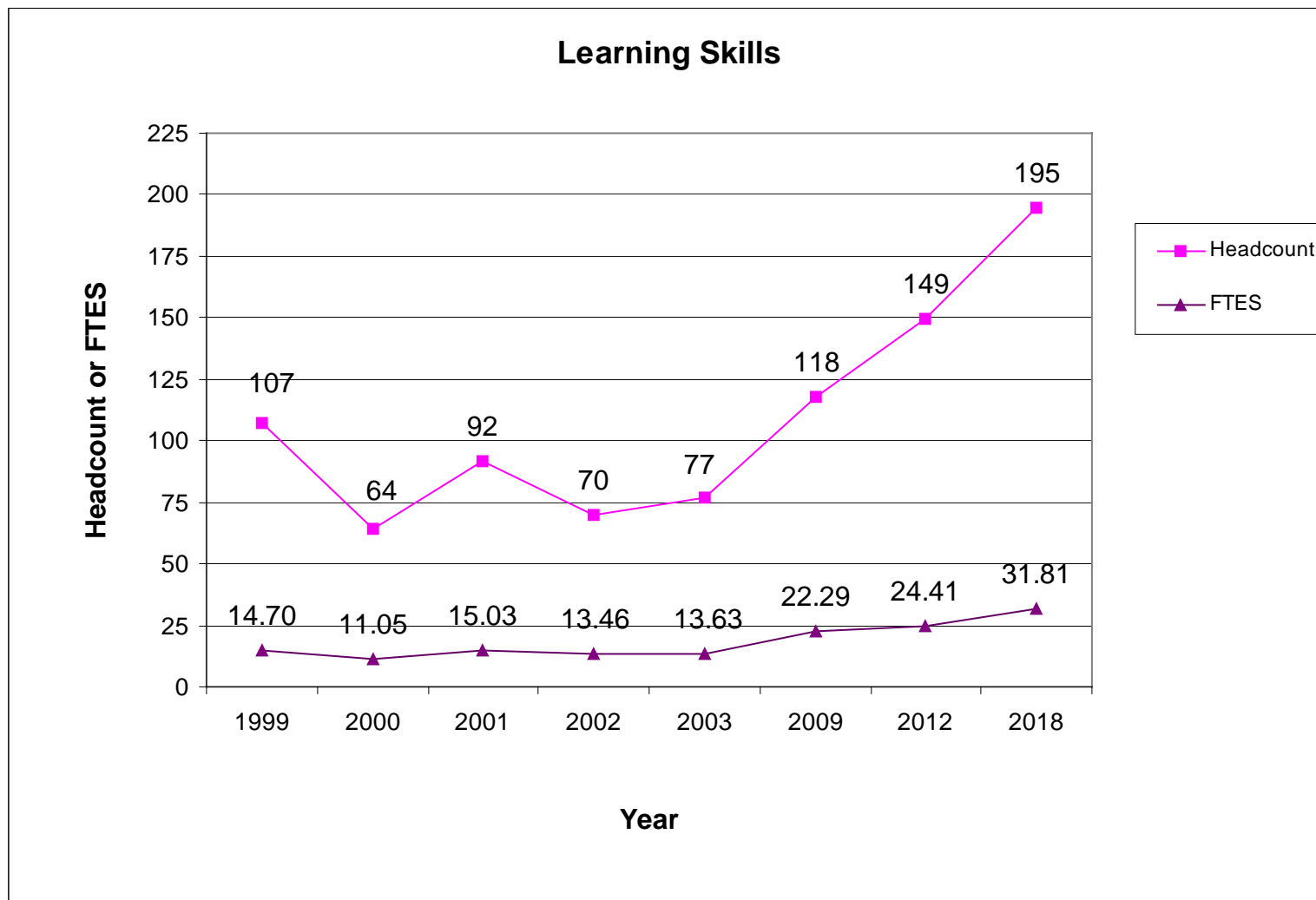
Extended Opportunities Program & Services (EOPS)

Program Description

Extended Opportunity Programs and Services (EOPS) provides community outreach and services to assist low-income and educationally disadvantaged students with their educational success. The EOPS program provides over 1,000 students with specialized counseling, retention services, student peer advising, priority registration, EOPS orientations, grants, book awards, student survival kits, field trips, workshops, tutoring, a college success class and referral to other campus services.

The Cooperative Agencies Resources for Education (CARE) program under the auspices of EOPS provides specialized counseling, childcare awards, meal vouchers, transportation assistance, book awards, student survival kits and a K/O fitness class to EOPS eligible students that are TANF/CalWORKS single heads of household recipients with children under the age of 14.

The Teen Parent program is a joint project between EOPS and the City of Oxnard Housing Authority providing specialized counseling, book and childcare awards to teen parents residing in public housing developments.

Future Development

The number of EOPS eligible students that the program serves has grown significantly from over 600 students in 1997-98 to over 1,000 students in 2001-2002. Projected growth and compliance with state mandates will necessitate increased staff and facilities. In order to provide over and above services, EOPS staff is active in all areas of the campus, participating on committees and supporting student success.

Implications for Facilities

In order to provide services to potential EOPS students, the department will need to acquire additional staff. During the 2001-2002 academic year, of the 4,184 students that applied for federal financial aid, 1,697 students received federal and state aid. Furthermore, 4,519 students qualified to receive Board of Governor's Fee Waivers. A significant number of these BOG Fee Waiver students are potentially eligible for EOPS

Space needs have been met with the move to the Community/Student Services Center.

Financial Services

Program Description

The Financial Aid Program provides a complete array of financial support services to assist students with the financial barrier of obtaining a college education. State grants include: Board of Governors' Fee Waiver Program, Cal Grant B and C. Federal Grants include Pell Grant, Supplemental Educational Opportunities Grant and Federal Work Study.

Financial Aid is very active in community outreach. Orientations and workshops are scheduled regularly with all surrounding area high schools. In addition to the high schools, regular visits are scheduled to the Camarillo Youth Authority and the local military bases, and the public in general. Through the Federal Work Study Program, financial aid has expanded to the local elementary schools by providing reading and math tutors to elementary schools.

Future Development

Last academic year more than 4,500 students received some form of financial assistance, for a disbursed figure of $4,367,138 (4.3 million dollars) Since 2000-2001, financial aid has experienced a 66% increase in applicants and financial aid awards increased by 58%. Current staffing and resources are not sufficient to keep pace with these increases and do not provide for projected growth. To keep pace with the current and projected growth and provide adequate services to students, staffing, technology and facilities will need to be increased.

Implications for Facilities

The Financial Aid application process is almost entirely electronic and future plans are to eliminate a paper application all together. Our students need an area within financial aid that will provide computers for applying on line with the Department of Education, a TV monitor to display information videos on financial aid and how to apply. The utility room should be large enough to accommodate a minimum of 30 students for a variety of regularly scheduled financial aid workshops, including workshops to assist students in completing the various financial aid applications, financial aid information, orientation and satisfactory academic progress, etc.

The Financial Aid Office recently lost their student waiting area. A complex application process and minimum staffing contribute to a considerable waiting period for our students, many who bring small children. Financial Aid needs a waiting area (with a distance from the counter for privacy) for students and their children to sit. Financial aid employs approximately 6-10 work-study students. These students need a sufficient workstation area with computers and phones. A storage area is also needed to accommodate general office supplies. Moving to the new Student Services Building will accommodate these needs.

International Students Program

Program Description
  The International Students Program exists to recruit and support international students and thereby enhance the college culturally and ethnically. Special services include assessments and orientations tailored to international students, registration assistance, verification of INS qualifications and compliance, career and personal counseling, cultural events and field trips, housing assistance, and visa monitoring.
  Oxnard College's program annually serves 80-100 students from a variety of countries. The existence of the Foreign Language School on campus facilitates college entry for many students. The program has grown steadily over the past five years, although recent world events may result in a decline in the near future. Students are particularly drawn to Oxnard College's Hotel & Restaurant Management program and the International Business curriculum.

Future Development
  A major shift in recruiting practices has occurred recently with the upsurge in Internet communication. For several years, the District sent a recruiter to many college fairs around the world, inviting students to consider the VCCCD's three colleges. Today, most initial contacts are made via the Internet.
  Future growth of the program is uncertain based on world conditions. Current staffing is minimal to support the program's students adequately, and better facilities are needed as well. Federal laws require that all colleges and universities implement the INS tracking system for International students (SEVIS).

Implications for Facilities
  The International Students Program has been relocated to the Community/Student Services Center.

Learning Center

Program Description

The Learning Center, located in the Library Mezzanine, is a comprehensive learning environment that provides both instructional and student support services to our diverse population of students. To develop independent, lifelong learners, the Learning Center provides individualized supplemental resources/instruction for courses across the curriculum. In an effort to meet the ever-changing environment and support the expanding curriculum, the Center provides supplemental teaching and learning options not available in the self-contained classroom. Services range from developmental individualized instructional modules taught in the Center to open-access computers available to students during all open hours.

Future Development

The Learning Center is planning to develop zero-unit courses to enhance FTES generation; hire additional faculty and staff to provide in-service training for new faculty; coordinate scheduling of Study Skills Workshops; establish a Reading Skills Center, and extend Center hours to include Saturdays.

Implications for Facilities

Extensive renovation of the Learning Resources Center, scheduled as a future bond project, will include reviewing and addressing the additional space and technology needs of the Learning Center. Current space is heavily impacted and virtually always full.

Library

Program Description

The Oxnard College Library provides a collection of books, periodicals, and full text online databases which include newspapers to students, faculty, staff, and other members of the academic and local communities. The collection supports the college curriculum, cultural enrichment, professional growth, recreational reading, self-directed study, and general information uses. The Library supports lifelong learning skills by encouraging and facilitating information literacy, critical thinking, and intellectual independence.

Reference librarians provide assistance and instruction to students on an individual and group basis. The Library presents class-size orientation sessions**,** and teaches a two-unit course, Internet & Library Research Skills. Skills taught are appropriate for all subject areas.

Future Development

An advisory board guides development activities and advocates for increased resources. Library professional staff participates actively on the college's Technology Committee to ensure that the Library's technology remains up-to-date. Most recently, students and faculty were provided with remote access to the computerized databases maintained by the library.

Expanded hours for Library operation, particularly on Saturdays, are critically needed.

Implications for Facilities

A major renovation of the Learning Resources Center, which houses the Library, is included in the bond project list. Library goals include an increased reading room space; a dedicated, wired classroom for library instruction; expanded book stacks to hold a collection of 70,000 volumes; an expanded reference collection of 5,000 volumes; and wiring and/or wireless technology to supply additional computer stations.

Matriculation

Program Description

  The Matriculation program, legislatively mandated and funded beginning in 1986, was designed to enhance student success through support in these eight areas: Admissions and Records; Assessment; Orientation; Counseling/Advising; Student Follow-up; Coordination and Training; Research & Evaluation; and Prerequisites, Co-requisites, and Advisories. The goals of Matriculation are to ensure that all students complete their college courses, persist to ensuing academic terms, and achieve their educational objectives. The OC program focuses on both student success and institutional effectiveness, and provides both services and materials in English and Spanish.

  Staffing currently consists of a Matriculation Coordinator/Counselor, a full-time Counselor Assistant, a Matriculation Specialist, and a part-time bilingual counseling assistant. Due to space restrictions, the coordinator's office is located in the Counseling Center, away from the Matriculation program offices.

Future Development

  The Matriculation program is growing rapidly; since 1997, the number of students being assessed has increased by 146 percent and assessments to Spanish-speaking students have increased by 730 percent. To support this growth, additional staffing is needed, particularly bilingual personnel in Admissions & Records, Counseling, and the Matriculation office. In addition, plans are underway to computerize the assessment process and expand orientation activities.

Implications for Facilities

  The Matriculation program will move into new space when the Student Services building is constructed. Additional office space will be required, as well as a dedicated space for the computerized assessment program and student orientations.

Puente Program

Program Description

The Puente Project, an academic transfer program, is a statewide partnership between the University of California Office of the President and the California Community Colleges. Its mission is to increase the number of educationally underserved students who enroll in four-year colleges and universities; earning college degrees, and returning to the community as mentors and leaders of future generations. Puente serves students in 54 community colleges. Oxnard College started its project in August 1991. The Puente Project is open to all students.

Students are recruited from area high schools as well as continuing students. Between 30 and 35 students are enrolled each year. Puente provides three areas of service to students: teaching, counseling, and mentoring. In the teaching area, students are enrolled in an English course and in a Personal Growth courses each semester during the students first year in the project. In the counseling area, students receive personal, career and academic/transfer counseling. In the mentoring area, students are assigned a mentor who has graduated from a four-year institution who is a professional in the community. The mentors provide real life exposure and opportunities to the mentees and their families. Students continue to be involved with the Puente Project, through counseling, mentoring and other activities, until they transfer to a university. Many students return to the Puente project after university graduation as mentors.

The success of the Puente Project at Oxnard College can be measured by its 96 percent retention rate over time and by follow-up contacts with former Puente students to track their educational and career paths.

Future Development

The history of the Puente Project demonstrates the student interest and need for expansion. Demographic trends indicate that the population served by Puente will continue to increase. Each year, students are turned away due to the class limitations for English classes. Additional cohorts of students could be served provided that the appropriate load assignments for the counselor and English instructor are realized.

Implications for Facilities

The Puente Program requires general classrooms and access to meeting rooms; the classes use general classrooms, which will be made more available as bond projects are constructed.

Re-Entry Center

Program Description
 The Re-Entry Center provides academic, career, and personal counseling on an individual or group basis, workshops, lectures, films, and child care information. The program's primary focus is to provide support for individuals returning to school after a break in their education.
 The Center, located in the Community/Student Services Center, provides a comfortable and confidential environment. It is staffed by a part-time counselor and interns from local colleges prepared to help students deal with personal, as well as academic and vocational issues. The Center is available to both men and women as a resource for referrals, career options, and personal enrichment.

Future Development
 The Center and its student clientele are expected to expand at the same rate as the college. Additional programs and resources will be added and made available as needed.

Implications for Facilities
 The Re-Entry Center has been moved to the Community/Student Services Center.

Student Activities

Program Description
      The Student Activities Office provides a collection of services designed to enhance the quality of student life on campus. These services include advising the Associated Students Governing Senate, coordinating student organizations, scholarships and commencement, and developing extracurricular activities. Information concerning housing, employment, transportation, and campus services is also provided.

Future Development
      Due to budgetary constraints, the Student Activities Specialist position was eliminated effective Fall 2003. Major functions and services have been reassigned to other Student Services programs.

Implications for Facilities
      The Student Activities Office will be located in the new Community/Student Services Center once re-established.

Student Health Center

Program Description

The Student Health Center assists all students in achieving and maintaining optimum wellness. The Center's staff is committed to helping students develop a healthy lifestyle enabling them to achieve their educational goals. Physicians and other professionals are available to provide on-site medical care when necessary. The Center staff conducts emergency care, immunizations, and several testing and screening options. Classroom visits, flex activities, and outreach activities are offered as needed.

Future Development

As the college grows in size and student population, so too will the demand for services from the Student Health Center. In addition, Center personnel plan efforts to increase student awareness of Student Health Center services, and to expand the hours and types of services available to students. For example, increasing number of licensed staff, number of front office personnel, and physician hours.

Implications for Facilities

Current facilities are overcrowded and inadequate and will need to be expanded. The Student Health Center will move to newly constructed space in a building, which will be constructed during the bond issue project period. The new space should include a restroom inside the Health Center, a private room for individual counseling, and a large reception area. The lighting should be increased from what is in the current location. A separate clean and dirty area, larger lab drawing station, and a separate area for patients would be ideal.

Transfer Center

Program Description

The Transfer Center helps students who are transferring to four-year colleges and universities. Information on general education and major preparation requirements is available through catalogs, online services, and workshops designed to help students with materials, forms and deadlines. The Center also coordinates annual College and University Day on campus and arranges visits to many CSU and UC campus. The Center has developed Transfer Admissions Guarantee (TAG) agreements with CSU Channel Islands and UC Santa Barbara, as well as other CSU schools.

Future Development

The Transfer Center will grow as the college's projected growth evolves. Plans call for identifying ways to provide more accurate and timely transfer information to students, faculty and staff, as well as increasing the number of Transfer Admission Guarantee (TAG) agreements. As the college grows, additional staff will be needed to meet students' needs.

Implications for Facilities

Adequate space is currently available in the Learning Resources Center. However, as growth occurs, the need for additional work and conference space will increase. Renovation of the Learning Resources Center as part of the bond project will necessitate relocation of the Transfer Center to the Student Services Building.

Tutorial Center

Program Description

The Tutorial Center provides academic support to any student at Oxnard College who can benefit from the Center's services. The Center focuses on helping students become independent learners through the use of skills and strategies to help them succeed in classes across the curriculum. Services are designed to enhance study and learning habits for students. Tutors work with students to review class material and help students become independent learners

Supplemental Instruction (SI) is an academic assistance program designed to increase student performance and retention. The Oxnard College Tutorial Program is presently running a pilot SI project with the Math Department through a U. S. Department of Education Grant (Title V). The main goal of the program is to teach the students how to learn. Supplemental Instruction Leaders (S.I. Leaders), who are mathematically proficient Oxnard College students, will model good student behavior: they will attend class on time daily, take notes, do all assigned readings and homework, and answer any questions during group work activities. The teachers also facilitate discussions in special 50-minute sessions outside of the regularly scheduled course. They have been trained in the Socratic method, where they lead students to discover the answers on their own by asking leading questions, rather than doing the problems for the students. SI Leaders constantly refer students to their notes, textbook, and fellow students for answers to specific questions. SI Leaders also train students in study skills such as how to take notes, how to read a math text, and the importance of study groups.

Future Development

Tutorial services are provided to the full range of academic areas, but due to budget constraints, only a limited number of tutors are available. The need for tutors is certain to keep pace with or exceed the projected growth of the college. The Tutorial Center plans to seek increased funding in order to provide tutorial services that will meet student demand. Implementation of a computerized tracking system to collect data on student success and frequency of services is also planned for the Academic Year 2004-2005.

Implications for Facilities

A major renovation of the Learning Resources Center, which houses the Tutorial Center, is included in the bond project list. Tutorial Center goals include increased space for group tutoring, specialized centers such as a Math Center and a Writing Center and computer work stations. A class-size meeting room to hold a maximum of 40 students is necessary for training and other purposes.

Oxnard College

Educational Master Plan

Appendix

EDUCATIONAL MASTER PLAN – FACILITIES MASTER PLAN LINKAGES

Completed in October 2002, the Oxnard College Educational Master Plan documents the Program Description, Future Development, and Implications for Facilities for each program in the college for the foreseeable future. The following matrix correlates the Educational Master Plan's Preliminary Implications for Facilities with the Facilities Master Plan's Rectified Implications for Facilities on a program-by-program basis for the foreseeable future.

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
GOVERNANCE				
Classified Senate	Various locations	Classified Senate meetings make use of available classroom space, and needs will continue to be met in that fashion.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium/ performing arts center that can be used for larger classes and meetings. Several new science buildings are also planned to be built over time.	Various locations
Management of the College	Learning Resources Center	The management executive group will move from its current space in the Learning Resources Center to the Community/Student Services Center (CSSC) rather than the Student Services building that will be constructed during the bond project, as was originally anticipated.	Since the Educational Master Plan was written, the College has reassessed the facilities implication of all affected programs. College Management space will be relocated to the Community/ Student Service Center (CSSC).	Community/Student Services Center (CSSC)
Student Government	Community/ Student Services Center South Building	Facilities for student government activities have been identified in the Community/Student Services Center.	Student Government will remain in the eastern-most section of the First Floor of the Community/Student Services Center.	Community/Student Services Center (CSSC)
Academic Senate	Learning Resources Center	Office facilities will need to be enlarged in the next ten years to accommodate the increased size of the Senate, the need for additional file and storage space, and the need of the Academic Senate President to meet with more than one person at a time.	Academic Senate administrative offices will be relocated from the Learning Resources Center into the Community/Student Services Center .	Community/Student Services Center (CSSC)

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
COLLEGE SERVICES				
Bookstore	Occupational Education (OE) Complex	The Bookstore's ability to serve customers is severely limited by the size of its facility in the Occupational Education Building. Shipping and receiving workspace is minimal and storage facilities are inadequate for short and long term storage of bookstore product. In addition, there is no security system in place for deterrence or prevention of product losses.	The Bookstore will expand in place – by phased incorporation of the adjacent Student Business Center and Campus Resource space to the south, northerly expansion into the existing arcade, and easterly expansion into the current dock. As part of the renovation, a built-in scissor lift will be provided in the dock area to facilitate loading and unloading of materiel from raised bed trucks. An inventory security system will be developed in conjunction with the new and expanded Bookstore facility. Excess inventory and seasonal decorations may be stored in the new Warehouse building.	Occupational Education (OE) Complex
Cafeteria	Cafeteria Building	A bond-funded expansion to the Community/Student Services Center will be constructed to house the Cafeteria facilities, including both formal and informal dining facilities and cooking facilities.	A food service counter was provided in the new Community/Student Services Center. A new campus food service will be part of the new Student Services Center. This new food service will have a large and gracious dining area, and a modest warming and assembly kitchen that will rely on the Hotel and Restaurant Management kitchen laboratory for preparation of the majority of prepared food offerings. The existing cafeteria will be maintained and developed as either a cyber café, faculty/staff club, special events pavilion, or other multi-purpose use as funding becomes available.	Community/Student Services Center (CSSC), Student Services Center

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Campus Resource Center	Occupational Education Complex	The Campus Resource Center is currently located in converted classroom space in the Occupational Education building. Additional space needs must be addressed.	The Campus Resource Center will be relocated to the renovated Learning Resources Center after completion of the new Student Services Center. This location, properly sound controlled, provides the advantage of a central campus location that is most likely to remain open for extended hours while maintaining proximity to the education core of the campus. There may also be operational and educational efficiencies gained by proximity to the College Mailroom, Faculty Development Center, Student Resource Center and Switchboard. The seasonal graphic artist, proposed web master, and the public information officer shall be co-located in the Community/ Student Services Center (CSSC) with College Management.	Learning Resources Center, Community/ Student Services Center (CSSC)
Center for International Trade and Development	Community/ Student Services Center	The CITD will continue to be housed in the Job and Career Center.	The Job and Career Center has been incorporated into the Community/ Student Services Center, where it will remain for the foreseeable future.	Community/Student Services Center (CSSC)
Civic Center/ Community Services	Various locations	As facilities from the bond project come on line, especially the Performing Arts building with its theatre, Civic Center use is expected to increase. Community Services classes use general classroom space, typically (but not entirely) at times when college classes are not in session. An office will be needed in the future.	A new 400-seat Auditorium/ Performing Arts Center and generic classroom space is to be developed. A Community Service Office will be provided in the Student Service Center and will be a place where students can enroll in traffic school and organizations go to rent college spaces.	Various locations

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Fiscal Services	Learning Resources Center	This program, which reports to the Vice President of Business Services, will move into new administrative offices when they are constructed in the Student Services facility as part of the bond project.	Fiscal Services will relocate to the Community/Student Services Center (CSSC) with College Management.	Community/Student Services Center (CSSC)
Information Technology	OE Complex	Centralized resources are currently housed in the OE Complex. This area will need to expand to accommodate required services. Enlarged facilities were included in the Facilities Master Plan, as part of the bond project.	Centralized Information Services will expand in place in the OE Complex. New distributed Information Services rooms will be provided in each new college building.	OE Complex – Expanded in place as necessary
Institutional Research Office	Learning Resources Center	Currently, the office has adequate space for staff, storage, and equipment. However, as the demands on the office increase, the need for additional space will occur.	The Facilities Master Plan assumes that Institutional Research will move from its current location on the first floor of the Learning Resources Center to the Community/Student Services Center.	Community/Student Services Center (CSSC)
Maintenance & Operations	M & O Complex	A Warehouse building is included in the bond project list, and is also eligible for state construction funding. The addition of that building and re-allocation of current space will greatly improve the department's ability to provide quality service.	The new Warehouse Building will be located adjacent to the Maintenance and Operations Complex. This facility is deemed to be of sufficient importance to the college for general storage that the project will go forward regardless of the funding source.	Adjacent to current M&O Complex
Mailroom/ Switchboard	Learning Resources Center	The Mailroom/Switchboard will be relocated with other administrative functions and offices when the Student Services building is completed.	The Mailroom/Switchboard will remain and expand within the Learning Resources Center when it is renovated due to the cost of relocating it elsewhere, and potential operational efficiencies of having it contiguous with the Campus Copy Center and Faculty Development Center.	Learning Resources Center

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Resource Development	Learning Resources Center	Currently the Resource Development Office has adequate space.	The Resource Development Office will be relocated from the Learning Resources Center to the Community/ Student Services Center.	Community/Student Services Center (CSSC)
Student Business Office	OE Complex	As the college grows, this location is likely to prove unfeasible and a facility less likely to generate congestion will be needed in close proximity to the Admissions and Records Office	The Student Business Office will be relocated to the Student Services Center in close proximity to the Admissions and Records Office. The vacated OE Complex space will be renovated for Bookstore expansion.	New Student Services Center
Workplace Learning Resources Center	Community/ Student Services Center	General office and lab space is currently assigned to the Center in the Job and Career Center, but that space is not projected to remain adequate to meet program needs	Additional space in the Community/ Student Services Center will be provided if warranted.	Community/Student Services Center
INSTRUCTION				
Addictive Disorder Studies (ADS)	Various locations	ADS classes are offered both on and off campus, and require general classroom space only, with availability of mediated instruction.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium/ performing arts center that can be used for larger classes.	Various locations
Air Conditioning & Refrigeration	OE Complex	Current classroom facilities are projected to remain adequate for the next seven to ten years.	Long-term expansion of program space may be provided in new facilities or renovation of existing aging space.	OE Complex
American Sign Language	Various locations	ASL classes are offered both on and off campus. They require general classroom space only, with availability of mediated instruction, which would include ASL software, and a dedicated ASL classroom designed for visual language learning. Access to a consistently staffed lab environment is critical to the program.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium/ performing arts center that can be used for larger classes.	Various locations

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Anatomy	Various locations	Anatomy courses use general classroom space and science laboratory space. As the college's growth evolves, additional classroom space and science laboratory space will be required in one of the two new classroom buildings. A large Science lecture hall (Capacity 150-200) will be needed for the multiple sections of large enrollment science classes. In addition, access to a computer lab as a primary user is needed for the Science Program.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations
Anthropology	Various locations	A large science-type lecture hall (capacity 150) is needed for the multiple sections of Physical Anthropology. The lecture room should have lab tables and space for microscopes as well as be fully wired and equipped with audio-visual resources. Internet connection is essential. In addition, an anthropology lab is needed with ample adjoining storage space for fossil casts, artifacts, videos and demonstration materials. Video conferencing capacity would be helpful.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Art	South Hall	New classroom/laboratory space will be designed for the Art department as part of one of the general classroom buildings listed in the bond project. Planning will begin in 2002-03, with anticipated occupancy by 2005. At that time, additional full-time faculty will be needed, as well as increased budgetary resources. Art History and Appreciation classes will continue to require suitable general classroom/lecture hall space, with availability of mediated instruction. Again, if the college chooses to move in the direction of a Photography program, customized facilities will need to be included in one of the bond project classroom buildings.	Implementation of an Arts Complex will be based upon the availability of funding. Of highest priority is the Auditorium because of the opportunity to complete the campus by providing a place for the gathering of large assemblies and to attract the community to the college. Digital Arts, Fine Arts, and Music will also be a part of the Arts Complex but may be implemented incrementally. In the interim, the South Hall and North Hall will be improved to facilitate program growth – particularly in the Fine Arts and Music.	Interim: South Hall, North Hall Long term: Arts Complex
Articulation	Learning Resources Center	The Articulation Office will need a permanent office and additional storage space, and it is recommended to be housed in the new student services office. Related technology will also be needed to support the growing use of computerized databases.	Articulation will be relocated to the new Student Services Center.	Student Services Center

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Astronomy	Various locations	To continue to attract students to the program, improvements in the 'observatory' are necessary. Improved lighting and access to avoid potential injury to students are seen as critical. Astronomy courses use general classroom space and science laboratory space, as well as an observatory. As the college's growth evolves, additional classroom space and science laboratory space, as well as a significantly upgraded observatory, will be required. A large science lecture hall (capacity 150-200) is needed for the multiple sections of large-enrollment science. In addition, access to a computer lab as a primary user is needed for the Science Program.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes. Several new science buildings are also planned to be built over time. The are no immediate plans to improve the observatory.	Various locations
Athletics	Gymnasium, Athletics Fields	Space in the current Physical Education complex is under review. Renovation and possible additional construction of the facility, including the addition of a swimming pool, will be undertaken during one of the later phases of the bond project, within seven to ten years. Outdoor facility improvements would include a softball diamond, an all-weather track, renovated tennis courts, and additional soccer fields.	Parts of the Gymnasium building will be renovated to provide improved space for fitness-related activities. Fields are being repaired and the existing track is being developed into a track, football, and soccer stadium with associated restroom, press box and concession facilities. A new aquatic complex will be planned as part of the Facilities Master Plan – adjacent to the existing Gymnasium.	Gymnasium, Athletics Fields

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Automotive Body Repair and Paint	Auto Technology Center	The program is housed in the college's shop building adjacent to the Automotive Technology program and makes use of the paint booth and other facilities there. With program growth, the addition of the ventilation system, and the continuing need to upgrade equipment to remain current with California auto safety standards, some expansion of facilities will be needed. Installation of a new ventilation system will ameliorate health and safety concerns.	A zone around the Auto Technology Center has been reserved for future development.	Auto Technology Center
Automotive Technology	Auto Technology Center	The Automotive Technology program is housed in its own 8-bay facility currently serving 277 students and will need to be expanded as the program grows to its expected capacity.	A zone around the Auto Technology Center has been reserved for future development.	Auto Technology Center
Biology	Various locations	Biology courses currently use general classroom space and science laboratory space in the Letters & Science building. As the college grows, additional classroom space for both lecture and science laboratory space with appropriate technology will be required. A large Science lecture hall (capacity 150-200) is needed for the multiple sections of large-enrollment science. In addition, access to a computer lab as a primary user is needed for the Science Program.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes. Several new science buildings are also planned to be built over time.	Various locations
Business	Various locations	Business classroom needs will consist of both general classroom space and 'smart' classrooms with tables for laptop computers. Additional classroom space will be forthcoming during the first two phases of the bond project.	The addition of several new generic classroom buildings will include productivity skills computer labs. Digital Arts will include multi-media and other sophisticated computer labs.	Various locations

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Chemistry	Various locations	Chemistry courses use general classroom space and science laboratory space. As the college's growth evolves, additional classroom space and science laboratory space will be required. A large Science lecture hall (150-200) is needed for the multiple sections of large-enrollment science. In addition, access to a computer lab as a primary user is needed for the Science Program.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes. Several new science buildings are also planned to be built over time.	Various locations
Chicano Studies	Various locations	Full and regular access to a fully wired and equipped classroom is essential. Use of a social science laboratory (capacity 40) is necessary. Distance learning capacity extended into local schools and community facilities would expand the quality and quantity of instruction in this program.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes. Several new science buildings are also planned to be built over time.	Various locations
Child Development	Various Locations	Enrollment trends in introductory courses, already at capacity, will require in the next five years at least three suitably equipped, additional classrooms on campus as well as off campus. A large classroom (capacity 70) with a table/chair format to facilitate group discussion is needed. Sinks and large storerooms should be available in classrooms dedicated to child development classes. A large laboratory (capacity 40) is needed as well as specialized facilities for interacting with children.	Cutbacks in program funding and repairs and renovations to the existing Child Development Center will address many current needs. Future expansion will occur in place, when additional funding is available. Instructional program needs will be addressed through the addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various Locations

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Computer Information Systems	Various locations	General classroom issues, including the need for 'smart' classrooms, will be addressed as part of the bond project. Having reached capacity in computer labs for late afternoon and evening classes, additional computer laboratories will also be necessary as the program grows.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations
Dental Hygiene	Dental Hygiene	New permanent facilities for the Dental Hygiene program will be constructed as part of the bond project.	In the near term, Dental Hygiene will receive funds to improve equipment and their existing facilities. Long term, Dental Hygiene may be relocated to a Health Sciences Center near the existing LS Science Building.	Dental Hygiene
Economics	Various locations	Regular access to a lecture hall (capacity 75-100) will be needed for introductory sections of Economics. In addition, some Economics classes need to be taught in a fully equipped laboratory with a capacity for interactive distance learning for 40 students per section. Resources for off-campus instruction will be needed.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations
Engineering Technology (CISCO Program)	Modular Facility, Oxnard College Main Campus	Engineering Technology facility needs will be addressed during the bond project with the construction of a High Tech Center on the grounds of the Camarillo Airport. This facility will replace the leased commercial space at the Camarillo Center. Additional computer laboratories must be included in the new facilities.	Since the Educational Master Plan was written, the Camarillo Center High Tech Center was relocated back to campus into a modular facility formerly used by the Employment Opportunity Center. Long term, the Engineering Technology program may be relocated to District property at Camarillo Airport to serve an expanding Camarillo market.	Interim: Modular Facility, Oxnard College Main Campus, Long term: Camarillo Airport

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
English	Various locations	English classes are offered both on and off campus, day and night, and through the PACE program. In all cases, general classroom facilities are needed. On campus needs will be addressed in the bond project. In addition, increased access to an open computer lab is essential for composition students for word-processing, Internet research, and other Internet-based instructional activities.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations
English As a Second Language	Various locations	The ESL program requires general classroom space with the availability of mediated instruction. Facility needs will be addressed during the bond project development. Access to a consistently staffed language lab environment is critical to the program.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations
Evening Programs Office	Learning Resources Center	The Evening Programs Office will be relocated with other administrative offices when the Student Services Building is completed during the bond project.	The Evening Programs Office will be relocated to the Student Services Center.	Student Services Center

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Fire Technology	Camarillo Airport	Funding for a Regional Training Center in the amount of $7.6 million was approved in the recent bond project, and will be designed within the next year preparatory to construction. Twenty 50-student classrooms and offices for 40 faculty and staff are anticipated to be included in the project, use of which will be shared by OC and the Ventura County Fire Protection District. In addition, highly specialized training facilities such as a "burn house" are being considered.	Educational program issues are continuing to be discussed between the College, District, County Fire Chief and Sheriff. The scale of the facility may be reduced in order to accommodate the significant costs of site development, not accounted for in the bond budget.	Camarillo Airport
Geography	Various locations	No specific facility needs have been identified. Lecture classroom requirements are for traditional space equipped with educational technology; additional laboratory offerings would require dedicated space. A large Science lecture hall (capacity 150-200) is needed for the multiple sections of large enrollment science classes. In addition, access to a computer lab as a primary user is needed for the Science Program.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes. Several new science buildings are also planned to be built over time.	Various locations
Geology	Various locations	Lecture and laboratory sections are largely housed in newly completed, specifically designed facilities in the Letters & Sciences building. No additional facilities needs are anticipated aside from normal expansion caused by growth over time. A large Science lecture hall (capacity 150-200) is needed for the multiple sections of large enrollment science. In addition, access to a computer lab as a primary user is needed for the Science Program.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes. Several new science buildings are also planned to be built over time.	Various locations

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Health Education	Gymnasium	Classes are currently taught in a dedicated classroom in the Physical Education building/gymnasium. Additional classroom space may be needed in the future as a result of growth.	It is anticipated that Health Education will continue to be provided in the Gymnasium.	Various locations
History	Various locations	Access to at least two large, high tech, lecture halls per hour will be needed to serve the swelling enrollment in introductory sections. (Capacity of 100 and 150) Several additional general classrooms fully equipped with audiovisual and Internet capacity will also be needed. History instruction will require regular use of a large social science laboratory with a capacity for 40 students. A small conference room for meeting with students would be helpful.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations
Hotel & Restaurant Management	OE Complex	Current facilities in the Occupational Education building include a training kitchen and a combination dining room/classroom. Facilities issues will be addressed when the new Community/Student Services Center is expanded to house the Bookstore, Cafeteria, and HRM program, and will include a dining room as well as a kitchen, storage and dressing areas, and a general classroom.	The new Student Services Center will house a new food service court, and new classrooms will be provided in other facilities. The new food service court will continue to rely on the OE Training Kitchen to provide entrees and prepared goods for sale. The vacated cafeteria building will be available to provide for dry goods, food, and supply storage and could serve as a multi-purpose venue, if required.	OE Complex, Student Services Center
Interpretation	Various locations	Classes are taught in a traditional classroom setting with availability of mediated instruction including video. No additional facility needs are anticipated at this time. The program will require access to a visual language lab.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Japanese	Various locations	Japanese classes are taught in general classrooms with availability of mediated instruction; no additional facility needs are anticipated. Access to a consistently staffed lab environment is critical to the program.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations
Journalism	Learning Resources Center, Various Locations	Although the Journalism program uses general classroom space for traditional courses, specialized facility needs are critical for production of the student newspaper (and its related courses). Adequate space is necessary for the program to meet the demands of growth and will be addressed in conjunction with the bond project.	The Arts Complex will eventually include an Auditorium, Music, Fine Arts, and Digital Arts. A stronger relationship between Journalism, Multimedia, and OCTV will be sought and encouraged through the development of the Digital Arts program.	Arts Complex
Legal Assisting	Various locations	Courses are offered off-campus, and on-campus in general classrooms. No special facilities needs are anticipated.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations
Marine Studies	Various locations	Marine Studies courses are taught in general classrooms and biology laboratories. A Field Applications course is taught off-campus, at the Channel Islands Marine Research Institute. Facilities needs will grow as the program grows.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes. Several new science buildings are also planned to be built over time.	Various locations

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Mathematics & Computer Science	Various locations	Mathematics courses are taught primarily in traditional general classrooms (35-45 capacity), and additional classrooms will be needed as the college grows. Several bond project buildings will include general classrooms suitable for mathematics instruction. As the mathematics curriculum incorporates technology and other enhancements, 'smart classrooms' will be required in place of the traditional general classroom. As the Computer Science curriculum is implemented additional computer laboratories will also be needed.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations
Media Center	Learning Resources Center	Media Center facilities needs include adequate storage areas to secure equipment and media. Most of those needs are expected to be met during the planned Learning Resources renovation, which is part of the bond project.	The renovated Learning Resources Center will provide sufficient space for Media Center needs.	Learning Resources Center
Multimedia	North Hall – South Hall Complex	The Multimedia courses are currently taught in a laboratory with four year old equipment, which continues to be adequate but will require upgrading or replacement soon. As the program expands, additional appropriately - equipped computer laboratory space and additional staffing will be necessary.	The Arts Complex will eventually include an Auditorium, Music, Fine Arts, and Digital Arts. A stronger relationship between Journalism, Multimedia, and OCTV will be sought and encouraged through the development of the Digital Arts program.	Arts Complex

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Music	Various locations	Lecture courses will be taught in classrooms equipped with audio and video components, performance section (i.e., Choir, Band) will be held in new rehearsal halls, and class piano will be taught in a new piano lab. (Current piano class has over thirty electric and acoustic keyboards in a regular classroom.) New and expanded music facilities will be planned into the Performing Arts Center/Theater scheduled to be designed during the bond project. Rehearsal and practice rooms currently, not available, will also be included. Large lecture sections (e.g., Music Appreciation) will be taught in a room similar to LS-8 in design, being a smaller version (125 seats) of the theatre, and will be equipped with mediated instruction.	Implementation of an Arts Complex will be based upon the availability of funding. Of highest priority is the Auditorium, because of the opportunity to complete the campus by providing a place for the gathering of large assemblies and to attract the community to the college. Digital Arts, Fine Arts, and Music will also be a part of the Arts Complex but may be implemented incrementally. In the interim, the South Hall and North Hall will be improved to facilitate program growth – particularly in the Fine Arts and Music.	Arts Complex
Off Campus Programs	Job and Career Center - Community/ Student Services Center	When the county employees move into the leased space in the new Community/Student Services Center, the Off-Campus program offices will expand within the current Job & Career Center.	Expansion is planned to occur as stated in the Educational Master Plan.	Job and Career Center - Community/Student Services Center

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Oxnard College Television (OCTV)	Learning Resources Center	OCTV is looking forward to being relocated to one of the new bond project buildings. The new building will house The Center for Digital Film, Television, and New Media. Digital film (DF) will be the integration of single-camera production and non-linear editing. DF will work closely with the existing multimedia curriculum. Television will continue to instruct students in the use of multi-camera directing and classic ENG style reporting. New Media will be the next phase of multimedia, where message design is accomplished by using all facets of visual communication. The new facility must balance the needs of these three areas of instructional and related professional field. They must also serve the demands of the institutional and community video productions.	The Arts Complex will eventually include an Auditorium, Music, Fine Arts, and Digital Arts - Journalism, Multimedia, and OCTV. Implementation of an Arts Complex will be based upon the availability of funding. However OCTV must relocate to facilitate renovation of the Learning Resources Center. In addition, OCTV is eligible for State funding because of the deficiency of AVTV space on campus.	Arts Complex
Program for Accelerated College Education (PACE)	Off campus – California State University Channel Islands, Santa Clara High School	PACE courses are taught entirely off campus in leased facilities. As the program continues and expands, it will become important to retain the Oxnard College presence there for as long as possible.	As of Spring, 2003, PACE courses are only offered at Santa Clara High School.	Off campus – Santa Clara High School
Personal Growth	Various locations	Personal Growth classes are taught in general classrooms on campus, both day and evening. A designated room may be included in the future Student Services building.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Philosophy	Various locations	Access to one large lecture hall (capacity 150) for all morning and evening class times will be needed. The philosophy program will need also at least two general classrooms with movable chairs to facilitate discussion groups. Mediated instructional resources should be available. Philosophy students will need access to a social science computer lab for research projects and interactive instruction.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations
Physical Education	Gymnasium, Athletics Fields	The bond project list includes outdoor facility improvements such as an all-weather track, softball fields, and an aquatics facility, as well as the upgrading of the tennis courts, and the soccer and baseball fields.	Parts of the Gymnasium building will be renovated to provide additional space for fitness-related activities. Fields are being repaired and the existing track is being developed into a track, football, and soccer stadium with associated restroom, press box and concession facilities.	Gymnasium, Athletics Fields
Physics and Physical Science	Letters and Science Complex	Since the Physics and Physical Science courses are taught in a relatively new laboratory in the Letters & Science building, and new equipment was purchased during the construction period and prior to occupancy, these facilities should remain adequate for several years.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes. Several new science buildings are also planned to be built over time.	Various locations
Political Science	Various locations	Regular access to a large, high tech, lecture hall (capacity 150) will be needed for the introductory sections of Political Science that fulfill the American Institutions requirement. Use of additional general classrooms, fully equipped with technology, is needed as well as regular use of a larger social science laboratory (capacity 40).	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations

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Psychology	Various locations	Regular access to a large, high tech lecture hall (capacity 150) will be needed for at least the introductory sections of Psychology. A new and appropriately equipped laboratory for psychology classes and research projects is necessary. Use of additional general classrooms is expected.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations
Sociology	Various locations	Access to a large lecture hall (capacity 150) is needed as well as additional general classrooms during the morning and evening instructional hours. Regular use of a large social science laboratory (capacity 40) is necessary. Access to small conference rooms for tutoring and meeting distance learning students are needed. Secure storage for instructional resources is essential.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations
Spanish	Various locations	Spanish courses require general classroom space, with availability of mediated instruction, which will be addressed in the bond project. Access to a consistently staffed lab environment is critical to the program.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations
Speech	Various locations	Speech courses require general classroom space, with availability of mediated instruction, which will be addressed in the bond project.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Television	Learning Resources Center, North Hall	The program is supported by a production studio, post-production editing facility, equipment, control room, etc. which have been identified as unquestionably one of the best equipped in most Southern California Community Colleges. Studio facilities will be relocated prior to the renovation of the Learning Resources Center, to the Performing Arts building.	The Arts Complex will eventually include an Auditorium, Music, Fine Arts, and Digital Arts - Journalism, Multimedia, Television Production, and OCTV. Implementation of the Arts Complex will be based upon the availability of funding. However OCTV must relocate to facilitate renovation of the Learning Resources Center. In addition, OCTV is eligible for State funding because of the deficiency of AVTV space on campus.	Arts Complex
Theatre Arts	Various locations	General classrooms will include space for acting, voice, and movement classes without conventional chairs and including room to rehearse. In additional to general classroom space, Theatre Arts requires performance space. Construction of a Fine and Performing Arts facility, including a 400-seat theatre, plus a 100-seat black box theatre with moveable audience seating, is planned as part of the bond project. Areas designated for set construction, costume building, and make-up are needed along with a ticket box office and offices for three professors and a management person. Storage facilities should contain sets, lighting equipment, paint, costumes, and properties from past productions. A lighting booth, cat walk, and wing space with a stage manager's station should complete the new building's required needs.	The Arts Complex will eventually include an Auditorium, Music, Fine Arts, and Digital Arts - Journalism, Multimedia, and OCTV. Implementation of the Arts Complex will be based upon the availability of funding. However, an auditorium is state supportable under the "complete campus" classification. On campus Theatre Arts rehearsals may take place in the new Auditorium or renovated North & South Halls, while events are intended to occur either in the Auditorium or off-campus in conjunction with the City of Oxnard Performing Arts Center.	Arts Complex

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Travel & Tourism (Suspended)	Various locations	The Travel & Tourism program utilizes general classroom space, with the availability of mediated instruction. Adequate facilities will be available based on bond project priorities.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations
STUDENT SUPPORT				
Admissions and Records	Learning Resources Center	The current working conditions are overcrowded and counter space and facilities to see students are at a minimum, both of which underscore the need for additional work space. Admissions & Records office space will be designed into the Student Services building, scheduled for construction during the first phase of the bond project.	The new Student Services Center will include and locate for optimal student access: - Admissions & Records - Assessment/Matriculation - Counseling Services - Educational Assistance Program - Financial Aid - Student Business Office - Student Services Administration - Transfer Center - Cafeteria/Dining	Student Services Center
Career Resource Center	Community/ Student Services Center (CSSC) – North Building, First Floor	New permanent facilities for the Career Resources Center will be provided with the construction of the Community/Student Services Center. This relocation will significantly improve the ability of the Career Resources Center to provide services.	Since the Educational Master Plan was written, the Career Resource Center has moved into the CSSC building where it is anticipated to remain.	Community/Student Services Center (CSSC)

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Child Development Center	Child Development Center	Expansion of the Center is scheduled in a later phase of the bond project. Expansion includes enhancements and improvements to the existing facility, which is the Infant and Toddler Indoor and Outdoor Enhancements, Toddler and Preschool Indoor and Outdoor Enhancements, Construction of four new classrooms, Construction of a Parent Resource Room, and Construction of a Staff Room.	Cutbacks in program funding and repairs and renovations to the existing Child Development Center will address many current needs. Future expansion will occur in place.	Child Development Center
Counseling	Learning Resources Center	As the college grows and the counseling staff increases in number, there will be a need for added office space for on and off campus for counselors. The Counseling Center will be relocated to the Student Services Center when it is constructed in the first phase of the bond project's implementation.	The new Student Services Center will include and locate for optimal student access: - Admissions & Records - Assessment/Matriculation - Counseling Services - Educational Assistance Program - Financial Aid - Student Business Office - Student Services Administration - Transfer Center - Cafeteria/Dining	Student Services Center

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Educational Assistance Center (EAC)	EAC/Campus Police/ Student Health Building	The growing EAC program has outgrown its current facilities and is in **critical** need of additional space. While not specifically referenced in the bond issue project list, the program will require facilities consideration in order to successfully serve its clientele. Immediate facility needs are a testing/proctoring room and three faculty offices.	The new Student Services Center will include and locate for optimal student access: - Admissions & Records - Assessment/Matriculation - Counseling Services - Educational Assistance Program - Financial Aid - Student Business Office - Student Services Administration - Transfer Center - Cafeteria/Dining	Student Services Center
Extended Opportunities Program & Services (EOPS)	Community/ Student Services Center – North Building	In order to provide services to potential EOPS students, the department will need to acquire additional staff and acquire a larger facility. During the 2001-2002 academic year, of the 4,184 students that applied for federal financial aid, 1,697 students received federal and state aid. Furthermore, 4,519 students qualified to receive Board of Governor's Fee Waivers. A significant number of these BOG Fee Waiver students are potentially eligible for EOPS. The program has outgrown its current office space in the old Student Services Building. New and expanded offices will be incorporated in a new Student Services Building to be constructed in the bond project, within the next three years. Space needs include offices, multipurpose work areas, computer stations, conference/meeting rooms and storage.	Since the Educational Master Plan was written, EOPS has moved into the CSSC building where it is anticipated to remain.	Community/Student Services Center (CSSC)

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Financial Aid	Learning Resources Center	The Financial Aid application process is almost entirely electronic and future plans are to eliminate a paper application all together. Our students need an area within financial aid that will provide computers for applying on line with the Department of Education, a TV monitor to display information videos on financial aid and how to apply. The utility room should be large enough to accommodate a minimum of 30 students for a variety of regularly scheduled financial aid workshops. Workshops to assist students in completing the various financial aid applications, financial aid information, orientation and satisfactory academic progress workshops, etc. The Financial Aid Office recently lost their student waiting area. A complex application process and minimum staffing contribute to a considerable waiting period for our students, many who bring small children. Financial Aid needs a waiting area (with a distance from the counter for privacy) for students and their children to sit. Financial aid employs approximately 6-10 work-study students. These students need a sufficient workstation area with computers and phones. A storage area is also needed to accommodate general office supplies, in addition.	The new Student Services Center will include and locate for optimal student access: - Admissions & Records - Assessment/Matriculation - Counseling Services - Educational Assistance Program - Financial Aid - Student Business Office - Student Services Administration - Transfer Center - Cafeteria/Dining	Student Services Center
International Students Program	Learning Resources Center	The International Students Program will be relocating to the Community/Student Services Center.	Since the Educational Master Plan was written, International Students has moved into the CSSC building where it is anticipated to remain.	Community/Student Services Center

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Learning Center	Learning Resources Center	Extensive renovation of the Learning Resources Center, scheduled as a future bond project, will include reviewing and addressing the additional space and technology needs of the Learning Center. Current space is heavily impacted and virtually always full.	The Learning Resources Center is planned for phased renovation starting with renovation of the vacated south side first – after completion of the new Student Services Center, followed by the north side, to avoid disruption to existing services. The Learning Center will be a part of the renovation.	Learning Resources Center
Library	Learning Resources Center	A major renovation of the Learning Resources Center, which houses the Library, is included in the bond project list. Library goals include an increased reading room space; a dedicated, wired classroom for library instruction; expanded book stacks to hold a collection 70,000 volumes; an expanded reference collection of 5,000 volumes; and wiring and/or wireless technology to supply additional computer stations.	The Learning Resources Center is planned for phased renovation starting with renovation of the vacated south side first – after completion of the new Student Services Center, followed by the north side, to avoid disruption to existing services. The Library will be a part of the renovation.	Learning Resources Center
Matriculation	Learning Resources Center	The Matriculation program will move into new space when the Student Services building is constructed. Additional office space will be required, as well as a dedicated space for the computerized assessment program and student orientations.	The new Student Services Center will include and locate for optimal student access: - Admissions & Records - Assessment/Matriculation - Counseling Services - Educational Assistance Program - Financial Aid - Student Business Office - Student Services Administration - Transfer Center - Cafeteria/Dining Dedicated space for assessment and student orientation is provided.	Student Services Center

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Puente Program (In suspension)	Various locations	The Puente Program requires general classrooms and access to meeting rooms; the classes use general classrooms, which will be made more available as bond projects are constructed.	The addition of several new generic classroom buildings over time will provide new state-of-the-art-wired classrooms, computer labs, lecture halls, and an auditorium that can be used for larger classes.	Various locations
Re-Entry Center	Modular Facility	The Center's current location is temporary, since the Student Center is scheduled for demolition in a later phase of the bond project, to be replaced by parking lots. New facilities will need to be provided to sustain the program.	Since the Educational Master Plan was written, the Re-Entry Center has been relocated to the Community/ Student Services Center.	Community/Student Services Center.
Student Activities	Community/ Student Services Center	The Student Activities Office will move into the new Community/Student Services Center.	Since the Educational Master Plan was written, Student Activities has been relocated to the Community/ Student Services Center, where it is expected to remain for the foreseeable future.	Community/Student Services Center
Student Health Center	Campus Police/ Student Health/ EAC Building	Current facilities are overcrowded and inadequate and will need to be expanded. The Student Health Center will move to newly constructed space in a building, which will be constructed during the bond issue project period. The new space should include a restroom inside the Health Center, a private room for individual counseling, and a large reception area. The lighting should be increased from what is in the current location. A separate clean and dirty area, larger lab drawing station and a separate area for patients would be ideal.	Since the Educational Master Plan was completed, a scenario that reconstructs the Student Health Center in the Campus Police/Student Health Building was discussed and approved by the Facilities Planning Steering Committee and President. After the Education Assistance Center (EAC) moves to the new Student Services Building, the vacated EAC space shall be renovated for Student Health and the Campus Police/ Student Health Building exterior will be renovated to more resemble the prevailing architecture on campus.	Campus Police/ Student Health Building

Program	Current Location	Educational Master Plan – Preliminary Implications for Facilities – Rectified for 2004	Facility Master Plan - Rectified Implications for Facilities	Proposed Location
Transfer Center	Community/ Student Services Center	Adequate space is currently available in the Learning Resources Center. However, as growth occurs, the need for additional work and conference space will increase. Renovation of the Learning Resources Center as part of the bond project will necessitate relocation of the Transfer Center to the Student Services Building.	The Transfer Center will be relocated to the Student Services Center.	Student Services Center
Tutorial Center	Learning Resources Center	The Tutorial Center will be relocated prior to the renovation of the Learning Resources Center. Adequate space to serve students will be provided.	The Tutorial Center is part of the Learning Resources Center renovation project. Adequate space to serve students will be provided.	Learning Resources Center