Oxnard College

EDUCATIONAL MASTER PLAN

2010-2015

January 20, 2010

Oxnard College

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President's Message

A relevant and well organized Educational Master Plan is the foundation from which to chart the course of the institution as to its development and operations so that it can effectively meet its mission and serve the community. The previous Educational Master Plan at Oxnard College was completed in July 2004 and was used as a guide in the facility and program development of the campus over the last five years. During that period of time, Oxnard College experienced many changes in staff, faculty and administration, as well as programming and facilities. In 2002, the voters of Ventura passed a bond measure for the Ventura County Community College District and $356.3 million were made available to the colleges of the District to upgrade infrastructure, renovate existing facilities and bring on-line new facilities in order to better serve the needs of our students. Of the money approved, $111 million was allocated to Oxnard College. These funds have been put to good use in realizing the goals and objectives embodied in the Educational Master Plan from 2004.

Developing an Educational Master Plan is a daunting task. Analysis of the college's changing internal and external environment, assessment of the 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 those questions, it sets a course of action and identifies the means to measure when the destination is reached.

The development of the plan was guided by Jaime Casillas, Ed.D., Vice President of Instruction (Interim), Eleanor Brown, Ph.D., Vice President of Student Services (Interim), Scott Corbett, Ph.D, Academic Senate President (2006-2009) and Mr. Robert Cabral, Academic Senate President (2009-2011). Faculty, staff, and students directly contributed to this planning initiative and are also to be commended, as are the division deans who provided management and leadership support to their faculty. In addition, Carolyn Inouye, Ph.D. and Lisa Hopper, from the Division of Education and Research Services, are also owed a special thanks for their special assistance in helping to complete the internal environmental scan. The college owes a debt of gratitude to all of these individuals for the dedication and excellent work they put into forming such a viable plan.

The real value of this plan lies in the fact that lead faculty from each department developed their own data-driven, program profile and projection of needs. In essence, this baseline effort has resulted in a master plan that addresses the genuine needs of the institution and the students that we serve. This valuable input will serve as a critical resource in helping to guide the college as it progresses over the next five years, especially in a climate with severe reduced funding which is projected to continue for the next two to three years.

I am delighted that the plan is now complete and, once again, thank you to everyone who was involved in the project. I especially wish to acknowledge Dr. Jaime Casillas for his leadership and vision in developing the plan.

Richard Durán, Ed.D.
President

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CHAPTER ONE
Introduction and Overall Planning Process

Introduction

The Educational Master Plan (EMP) at Oxnard College is utilized to coordinate and integrate all formal planning initiatives of the college and the district. In application, the EMP serves to illustrate the integration of practice and operations. At the operational level, the college utilizes goals and objectives to support the greater mission of the institution. In effect, all operations at the department and unit level are linked to the goals and mission statement of the College, the District Service Center and the Board of Trustees. The EMP serves as an umbrella for all related planning documents. A principal role of the EMP is to document a strategic planning process that allows the college to assess and prioritize its facility planning needs for the future instructional environment.

A comprehensive and forward thinking Educational Master Plan (EMP) requires a synthesis of the institution's mission and vision with sound information about the student population(s) being served, enrollment projections, economic trends, and the new and emerging demands of the labor market. This EMP is organized into chapters. Chapter I includes an overview of the history, vision, mission, values, and the participatory process used to update and develop this Educational Master Plan. In addition, this Chapter contains the core competencies and guiding Student Learning Outcomes for the institution. Chapter 2 includes a presentation and analysis of the internal and external environmental data used to help guide and reaffirm the planning priorities embraced by this college, including enrollment trends and relevant labor market information. These data were prepared by the Office of Institutional Research and the Office of Instruction. Chapter 3 includes program profiles (unit plans) for all instructional and student services units of the college. Chapter 4 includes key findings, implications, and conclusions. Subsequent facility plans for all units are located within the appendices of the document, along with the college's Technology Plan.

Oxnard College takes very seriously its role in responding to the needs of its service area, which primarily includes 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 present and future needs. Oxnard College maintains a Program Effectiveness and Planning (PEP) process that integrates program review and unit planning. College programs are reviewed on a three-year cycle with abbreviated, annual reviews during the intervening years, as needed..

The Educational Master Plan, the Facilities Master Plan, and the college Technology Plan all link to the College/District 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.

History of the College
The need for a community college serving the Oxnard Plain has been recognized by the Oxnard, Camarillo, and Port Hueneme communities and the governing board and administration of the Ventura County Community College District since 1962 when the district was formed.

Founded on the understanding established in those early years, the 118 acre college site was purchased in 1968. In 1969, the first classes offered under an Oxnard Center concept were offered at Ramona School in Oxnard. The Oxnard Center program expanded in the fall of 1973 with the opening of the Oxnard Educational Center at 9th and B streets in Oxnard, under the direction of Ventura College. In February, 1974, a Camarillo Center opened under the auspices of Moorpark College. The 2000 AD Educational Master Plan and strong support from the Oxnard-Port Hueneme area focused attention on the need for a third college in the spring of 1974, and trustees officially voted to build Oxnard College on March 26, 1974.The college officially opened its doors in June, 1975, for its first summer session, utilizing the Oxnard and Camarillo centers begun by the other two colleges in the district, and adding classes at a variety of sites throughout the Oxnard Plain.

By mid-fall, 1975, Oxnard College had more than 4,400 students enrolled and during the spring semester that number was even higher -- in all likelihood a record enrollment for first-year community colleges in this state. In fall, 1979, the first two permanent buildings were constructed on the campus. A Liberal Arts building houses 20 classrooms plus science and business laboratories and faculty office wings, and a Library/Learning Resources Center holds the college Library, a Learning Center, general classrooms, and offices for special projects. The Occupational Education Building houses the college's computer information systems programs, air conditioning and refrigeration, hotel and restaurant management, electronics, and word processing programs. A new Child Development Center opened in early 1992, and a new Physical Education Complex with basketball and racquetball courts, showers and lockers, dance room and weight training facilities officially opened in the fall of 1994. The construction of a Language Arts, Math, and Science Building was completed in 1997. Other campus buildings include two relocatable classroom buildings, and a career and technical training facility. Other successful programs housed at off-campus locations include the Fire Technology and Academy programs housed at the Camarillo Airport where a new facility is in the process of being constructed.

As an example of the partnership with the community and the desire to serve Ventura County citizens, the Ventura County Community College District and Oxnard College entered into an agreement in 1999 with the County of Ventura to build and house a Job and Career Center on campus. The Center, completed in 2003, provides local residents with career training and supportive social services necessary to achieve their career goals. The facility also houses the college's Extended Opportunity Program and Services (EOP&S) and CalWORKs programs.

Several new buildings and major renovation projects are scheduled to be completed within the next five years, due to the passage of Measure "S," a $356 million bond issue for construction projects District-wide. At Oxnard College, new projects include a long-awaited Performing Arts/Auditorium Complex, ~~and~~ new bookstore and food services facilities. Already completed are

the new Warehouse and Student Services and Administration Center.   At the District's Camarillo Airport property, a High Tech Center and Fire Technology facility will be constructed for off-campus instruction.   Renovation of the Child Development Center and the physical education fields, including a new track and field and stadium, were also completed. Major remodeling of the learning Resource Center is scheduled to be completed by 2011.

Oxnard College continues to be committed to developing a comprehensive educational institution that keeps abreast of current economic and educational trends and strives to prepare students for the future.   To house programs, both new and old the college will maintain and evolve a comprehensive campus environment for the students of its service area. The goal of completing the campus's physical plant has become achievable thanks to the willingness of Ventura county citizens to support the bond issue projects. The goals of delivering the finest education possible to the citizens of the county is the mutually beneficial relationship between students seeking knowledge and training, a highly qualified and dedicated faculty, caring and supportive counseling and other student services, and a visionary and effective leadership team all working together to sustain the original hopes and dreams of Oxnard College and the communities that it serves.

<div align="center">**Oxnard College Vision, Mission, and Values**</div>

Nature of the College
Oxnard College is a locally-controlled, public comprehensive two-year college, part of the California state system of higher education. As such, and in keeping with the policies of both the Ventura County Community College District Board of Trustees and the State Legislature, the college exists to serve members of the community who are high school graduates or who are over the age of 18 and capable of profiting from instruction.

Accreditation
Oxnard College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the U.S. Department of Education.

Vision Statement
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.

Mission Statement

Oxnard College promotes high quality teaching and learning that meet the needs of a diverse student population. As a multicultural, comprehensive institution of higher learning, Oxnard College works to empower and inspire students to succeed in their personal and educational goals and aspirations.

As a unique and accessible community resource, our mission is to provide and promote student learning:
- Transfer, occupational, and general education, second language acquisition, and basic skills development;
- Student services and programs;
- Educational partnerships and economic development; and opportunities for lifelong learning.

Oxnard College intends to lead its community to fulfill its highest potential.

Values Statement

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 commonalties 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.

Ventura County Community College District
Vision, Mission, and Values

Vision Statement

The Ventura County Community College District is a leader in the development of high quality, innovative educational programs and services. Keeping in mind that students come first, we model best practices in instructional and service delivery, student access, community involvement, and accountability.

Mission Statement

The mission of the Ventura County Community College District is to provide educational opportunities that emphasize skills and knowledge that allow students to be successful throughout a lifetime of social and technological change.

To this end, we offer programs that improve basic skills, that lead to the completion of an associate degree or occupational certificate, and that prepare students to transfer to a four-year college or university. We provide courses and activities that enrich the cultural and intellectual environment of the community, and we ensure open access and student success through comprehensive support services.

Working in partnership with other educational institutions, government agencies, community-based organizations and area employers, we contribute to the prosperity of our community and to the stability and well-being of its inhabitants.

Values Statement

- We base our actions on what will best serve students and the community.
- We maintain high standards in our constant pursuit of excellence.
- We recognize and celebrate creativity, innovation, and entrepreneurship.
- We demonstrate integrity and honesty in action and word.
- We communicate openly and respectfully to students, colleagues and members of the public.
- We hire and retain personnel who reflect the diversity of the communities we serve.
- We promote inclusiveness, and openness to differing viewpoints.
- We use data, research and open discussion to drive our plans and decisions.

- We demonstrate responsible stewardship for our human, financial, physical and environmental resources.
- We seek and maintain long-term partnerships with the communities we serve.

Chancellor and Board of Trustees Objectives to assist in achieving stated goals

The following objectives were developed and adopted by the Ventura County Board of Trustees and included in the Master Plan 2007-2015 for the Ventura County Community College District

Board Objective 1: Develop and implement a comprehensive District-wide enrollment management plan

Board Objective 2: Develop and implement a comprehensive District-wide administrative reorganization designed to strengthen Human Resources, fiscal sustainability, and academic support function (*e.g.,* Management Information Systems, security, research and planning, facilities, Board and Chancellor support, marketing and communications, foundations, economic development, and contract education

Board Objective 3: Strengthen District-wide student access, enrollment, and success

Board Objective 4: Strengthen District-wide administrative operations and services in support of students and programs.

Board Objective 5: Develop and implement a comprehensive District-wide integrated Economic Development and Career Preparation program for Ventura County.

Board Objective 6: Implement a District-wide classified staff development program tied to strengthening professional practices and excellent customer service.

Board Objective 7: Create reasonable progressive increases in instructional productivity for Moorpark, Oxnard, and Ventura Colleges.

Board Objective 8: Complete data driven updated Educational Master Plans for Moorpark, Oxnard, and Ventura Colleges.

Board Objective 9: Implement Cal-PASS agreement countywide with district public schools. Strengthen College curricular cooperation and program alignment with high schools.

Board Objective 10: Implement College participation in Service Learning Programs to strengthen College partnerships with their respective communities.

Board Objective 11: Strengthen college science, mathematics, and technical education programs to address the national shortage of scientists, engineers, and highly skilled workers.

Board Objective 12: Seek innovative ways to collaborate with affiliated district high schools that will foster opportunities to partner in transfer pathways, career and technical education programs, STEM education, and other new initiatives in curriculum advancement.

STATE LEVEL – MISSION OF CALIFORNIA COMMUNITY COLLEGES

Note that 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

Career and Technical Education
Specialized career and technical education and training in selected occupational fields leading to job entry, advancement, retraining, certification, associate degrees, and transfer

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 are provided through coordinated efforts with sister colleges.

Economic Development
Programs and services, including contract training, are provided to meet the specific needs of business and industry in developing and maintaining a skilled and competitive workforce to support the economic vitality of the region.

Philosophy of the College

Wise I may not call them; for that is a great name that belongs to God alone - lovers of wisdom or philosophers is their modest and befitting title—***Socrates***

Oxnard College is dedicated to the philosophy of providing educational programs that develop individual abilities, strengthen human relationships, enhance community life, and heighten global consciousness. We recognize that the process of education is a process of exploration that depends on mutual responsibility.

The College schedules programs that reflect changing local, national, and international needs. Dedicated professionals create an environment that stimulates intellectual curiosity, nurtures learning, and develops an understanding of society and how individuals can influence its workings. The students develop self-understanding, pursue educational objectives, and ultimately stand accountable for their own progress.

Oxnard College celebrates diversity and cultural understanding at all levels throughout the campus. Cultural and aesthetic activities are also relevant in today's society and are to be fostered.

The College strives to provide open-access to educational opportunities so that every adult, regardless of age, sex, race, disability, or ethnic, socioeconomic, cultural or educational background shall have the opportunity for appropriate education to fulfill his or her potential.

Oxnard College looks to the past to understand the present in order to produce a more successful future. It strives to be innovative and responsive to the educational needs and demands of society in an atmosphere of shared governance, mutual respect, and trust. Oxnard College is responsive not only to community needs but also to the needs of our larger society.

Critical Thinking Goal

Oxnard College provides an environment which encourages open-minded, independent, and critical thinking. Classes are structured to emphasize in-depth learning of fundamentals. Students are expected to take responsibility for their own learning. This means that students are expected to learn the art of independent study and to develop sound intellectual habits such as clarity, precision, and accuracy of thought; fair-mindedness; and conclusions drawn from facts and principles rather than prejudice, distortion, or half-truths.

Courses help students to develop and apply critical thinking skills to the various areas of college study and to transfer such competencies both to problems that cross disciplines and to complex problems in life. Analytical and inferential thinking are encouraged so that students practice, as Robert Ennis said, "reasonable reflective thinking that is focused on deciding what to believe or do."

Core Competencies
Institutional Level Student Learning Outcomes
The following core competencies and Student Learning Outcomes (SLOs) are used by all departments and programs to guide development and delivery of curriculum and services.

For a listing of program level Student Learning Outcomes, visit our website at: www.vcccd.edu

I.   **Communication:**

Students will communicate effectively with different audiences using varied means. In doing so, students will:

A.   Read, comprehend and interpret various types of published ideas
B.   Write clearly and accurately in a variety of contexts and formats while checking, editing, and revising their written work for correct information, appropriate emphasis, form, style, and grammar
C.   Listen—Students will be able to receive, attend to, interpret, and respond appropriately to (1) verbal and/or (2) nonverbal messages.
D.   Speak clearly and organize ideas and communicate verbal, or non-verbal messages appropriate to the audience and the situation
E.   Evaluate the effectiveness of their own and others' communication
F.   Become proficient in a second language or in an alternative form of communication

II.   **Critical Thinking and Information Competency**

Students will demonstrate appropriate skills in critical thinking and information competency. They will

A.   Differentiate between facts, influences, assumptions, major and minor arguments or ideas and conclusions
B.   Integrate ideas and values from different disciplines
C.   Use logic to draw well supported conclusions from information given
D.   Apply rules and principles to new situations
E.   Construct rules and apply them in the problem solving process
F.   Students will demonstrate problem solving abilities by:

   i.   Recognizing whether a problem exists
   ii.   Identifying components of the problem or issue
   iii. Creating a plan of action to resolve the issue while monitoring, evaluating, and revising conclusions consistent with new observations, interpretations, or reasons

G.   Students will compute using basic numerical concepts such as: whole numbers, percentages, estimates of math

H. Use tables, graphs, charts, and diagrams to explain concepts or ideas
I. Use basic geometrical shapes, such as: lines, angles, shapes, and space
J. Conduct research and information gathering using a variety of sources such as: texts, tables, graphs, maps, media, personal communication, observation, and electronic databases.
K. Use the appropriate and current technology to acquire, organize, analyze, and communicate information and demonstrate basic competencies in functional computer literacy.
L. Evaluate authority, veracity and bias of information
M. Document their sources of information

III. Creative Expression

Students will demonstrate creative expression when they:

A. Generate new ideas, express themselves creatively, or solve complex problems in an original way
B. Achieve a hands-on experience with creative endeavors and either individually or collaboratively perform the work of others or to create original work applying feedback to improve their performance
C. Evaluate diverse artistic works in varied media including: drawing, painting, sculpture, photography and digital media, and/or music of one or many cultures

IV. Global Awareness

Students will demonstrate their Global awareness and a measurable understanding and appreciation of the world including current events, social issues and its social diversity and civic realities. They will

A. Recognize important social and political issues in their own community as well as different cultural beliefs and behaviors in the larger world
B. Formulate ways of accessing and interpreting information from beyond their immediate spheres
C. Identify the relationships between people, places, and physical environments in a global context and how culture and experience influence each person's perception of places and regions.
D. Understand how cultures differ in their use of similar environments and resources by comparing one culture with another.
E. Recognize the role that culture plays in incidents of cooperation and conflict in the present-day global social and economic issues.

V. Civic Responsibility and Social Interaction

Students will formulate their own sense of civic responsibility and demonstrate this by:

A. Accepting responsibility for their own actions including identify their personal convictions and exploring options for putting these convictions into practice
B. Assuming civic, political, or social responsibilities and working effectively as a leader and/or participant in group settings
C. Displaying behavior consistent with the ethical standards within a discipline or profession including exhibiting personal, professional, and academic honesty
D. Working effectively in team settings

VI. Life Skills

Students show that they have effective <u>life skills</u> by:

A. Accurately assessing his/her own knowledge, skills, and abilities while both giving and taking constructive feedback
B. Motivating themselves and setting realistic goals
C. Utilizing conflict resolution skills when appropriate and developing stress management skills
D. Managing their personal health and wellbeing.

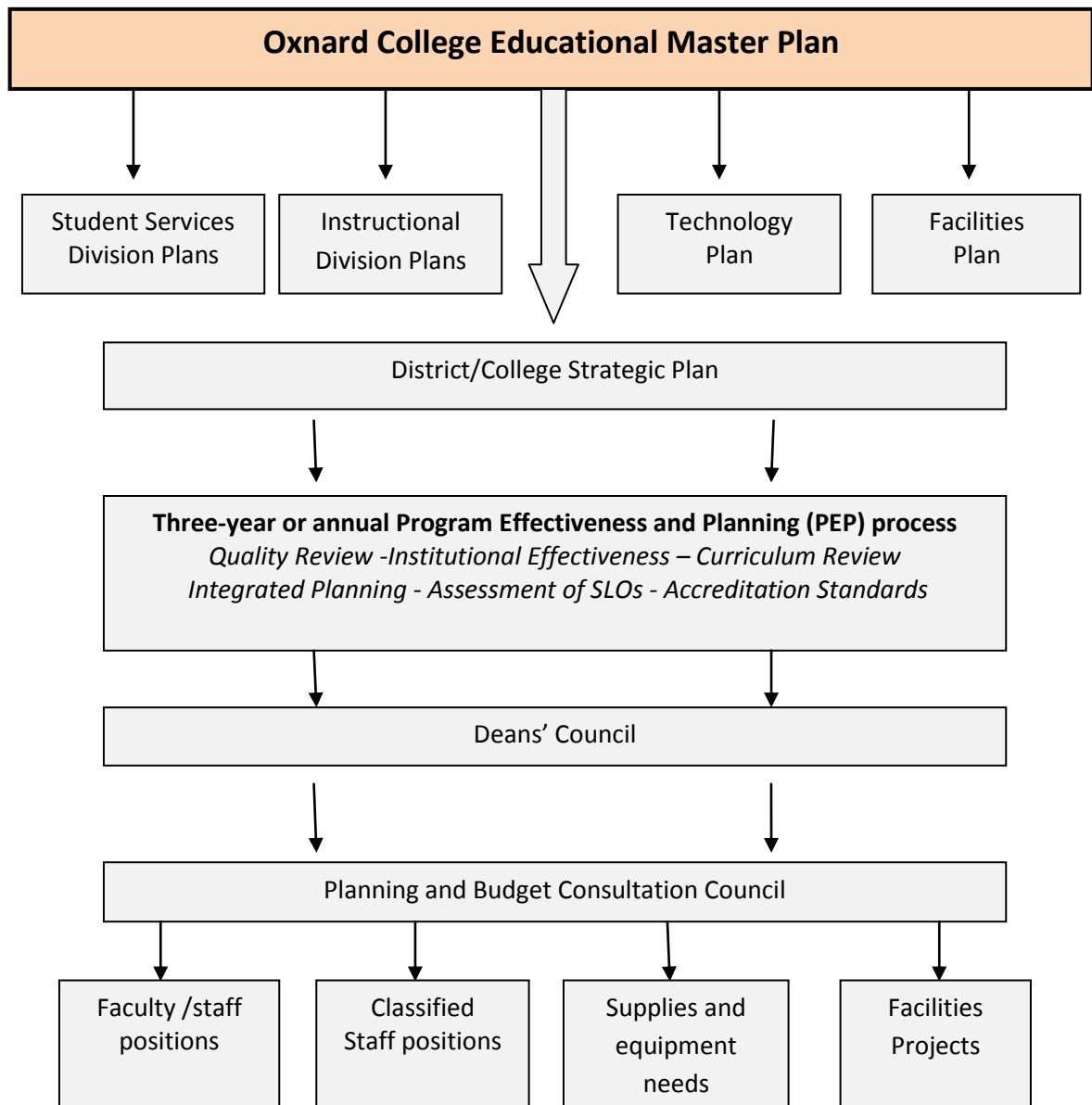**PLANNING PROCESS USED TO COMPLETE EDUCATIONAL MASTER PLAN**

Existing Planning Process

The previous comprehensive master planning cycle was completed in July of 2004, resulting in an updated Educational Master Plan (EMP). The 2004 EMP was used to help guide and reaffirm the construction priorities outlined for the Bond Measure "S" initiative which was passed by the voters of Ventura County on March 5, 2002. Implementation of Bond Measure "S" construction and renovation projects are expected to continue at Oxnard College through the year 2013.

Planning Process at Unit, Division, and Institutional Level

At the operational level, Oxnard College maintains a Program Effectiveness and Planning (PEP) process that serves the integrated planning and participatory governance interests of the campus. Using the Division model, each unit or department completes a comprehensive Program Review process every three years, with annual abbreviated updates as needed. The decision to complete an annual update is driven by factors that include significant change within the unit or program and/or new resource allocation needs not addressed during the three year review and unit planning process.   The planning process is facilitated by a Program Effectiveness and Planning Committee (PEPC). The committee includes campus-wide representation from faculty, classified staff, and management. PEPC meets routinely throughout the year where planning, analysis, and dialog are enjoyed within a collegial, open-forum environment. Completion of the program review portion of the process requires that departments/units integrate their process with other planning initiatives of the college. For example, in the case of requests by various units that involve acquisition or enhancement of technology, PEPC requires that the request be linked and cross-validated by reference to the objectives and goals of the college's Technology Committee and its Technology Plan.

The goals and objectives of the Technology Plan, in turn, directly complement the Master Plan 2007-2015 of the Ventura County Community College District. The completed PEP reports and subsequent analysis and feedback from PEPC are used by the college to assist with development and issuance of recommendations for program improvement and to link the overall process to resource allocation. The resultant recommendations of the PEPC process are further reviewed by the Deans' Council, which are then forwarded to the college's Planning and Budget Consultation Council (PBC).   The principal role of the Deans' Council at this stage is to ensure that no constituents of the college were overlooked during the PEPC proceedings and, if applicable, to update information used to guide the overall process.   The PBC includes representation from faculty, classified staff, and management. The PBC reviews the findings and recommendations of PEPCI and the Deans' Council. PBC then reaffirms or revises the requests for resource allocation that it received and directly advises the college president as to its recommendations. The following flow chart was designed to illustrate the flow of input from all stakeholders, dialog, the decision making process, and the linkage between planning and resource allocation.

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│              Oxnard College Educational Master Plan                   │
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│ Student      │  │ Instructional│        │ Technology   │  │ Facilities   │
│ Services     │  │ Division     │        │ Plan         │  │ Plan         │
│ Division     │  │ Plans        │        │              │  │              │
│ Plans        │  │              │        │              │  │              │
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            ┌───────────────────────────────────────────────┐
            │        District/College Strategic Plan         │
            └───────────────────────────────────────────────┘

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            │ Three-year or annual Program Effectiveness     │
            │ and Planning (PEP) process                     │
            │ Quality Review -Institutional Effectiveness –  │
            │ Curriculum Review                              │
            │ Integrated Planning - Assessment of SLOs -     │
            │ Accreditation Standards                        │
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            │                 Deans' Council                 │
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            │      Planning and Budget Consultation Council  │
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│ Faculty      │  │ Classified   │  │ Supplies and │  │ Facilities   │
│ /staff       │  │ Staff        │  │ equipment    │  │ Projects     │
│ positions    │  │ positions    │  │ needs        │  │              │
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An Institutional Commitment to Integrated Planning

As illustrated in the preceding flow chart, integrated planning at Oxnard College is a comprehensive process that clearly inter-links institutional effectiveness, program review, instructional planning, student services planning, technology planning, facility planning, district/college strategic planning, and resource allocation planning. In applied terms, in an environment of genuine integrated planning, the process clearly links planning at the unit level to resource allocation at institutional level of decision making. Following is the step-by-step process that an instructional or student services units uses to update or develop a plan that advances through the college's planning process in an integrated fashion, culminating with linkage to resource allocation.

Unit Planning Process with Linkage to Resource Allocation			
Step	**Procedure**	**Participants**	**Cycle/Calendar**
1	Complete Program Effectiveness and Planning report (Program Review) and submit to PEP Committee for scheduled review. Proposed strategies and requested resources must be cross-validated by reference to other planning documents and respective goals and objectives (e.g. Technology Plan).	Lead faculty Department Chair Area Dean	On three-year cycle for comprehensive review or annually for intermittent update
2	PEPC assigns sub-committee to review unit plan and develop recommendations	PEPC sub-committee	Annually, on or before Dec 1st
3	PEPC convenes in open forum to review findings and recommendations of subcommittee. Reaffirms and/or adds recommendations	Author of report, Department Chair, Area Dean and members of the PEPC	Annually, completed on or before Dec 15th
4	PEPC forwards findings and recommendations to Deans' Council for quality review and updating of information	PEP Committee	Annually, process completed on or before December 20th
5	Deans' Council forwards PEPC reports with added recommendations and updated information if applicable	Executive Vice President, all Deans, Academic Senate President	Annually, process completed on or before Feb 15h
6	Planning and Budget Council reviews funding recommendations presented by PEPC with Deans' Council information and makes recommendations to college president	PBC with representation from faculty, classified, and management	Annually, process completed on or before March 15th
7	College president consults with President's Cabinet and provides direction to the college's Chief Fiscal Officer, the Vice President of Business Services, regarding dispensation of available funding	College President VP Business Services	Annually, process completed on or before April 15th

Integrated Planning Documents and Related Cycles

Part I: Seminal Planning documents – These plans are contained within the Educational Master Plan and are fully described therein

Plan Title	Coordinating Group(s)	Cycle/Calendar
Educational Master Plan	Educational Master Plan Task Force, President's Cabinet , Program Effectiveness and Planning Committee (PEPC)	Five year cycle 2010-2015
District/College Strategic Plan	President's Cabinet and PEPC	Updated annually
Facilities Plan	Maintenance and Operations, Business Services, PEPC, President's Cabinet	Five-year cycle 2010-2015
Technology Plan	Technology Committee	Updated annually
Budget Calendar	President's Cabinet, PEPC, Planning and Budgeting Council, Business Services	Updated annually

Part 2: Other Planning Documents – In addition to the documents that directly guide the educational master planning process, Oxnard College maintains other planning documents that are required for ongoing planning and operations and compliance to Title 5 and state and federal agencies. In the case of programs such as the categorical operations sponsored by the State Chancellor's Office of the California Community Colleges, PEPC fully observes and defers to the evaluation and review process administered by that agency.

Plan Title	Brief Description	Lead Personnel
Matriculation Plan	This plan details the college's Matriculation goals and objectives pertinent to the Seymour-Campbell Act	Program Coordinator Dean of Student Services Executive Vice President
Student Equity Plan	This plan identifies a series of measures and strategies to address disparate rates of success among student groups	Program Coordinator Dean of Student Services Executive Vice President
EOP&S/CARE Plan	This plan is required by Title 5 and details staffing, activity, and expenditure plans for this above and beyond service to disadvantaged students CONTINUED ON FOLLOWING PAGE:	Program Coordinator Dean of Student Services Executive Vice President

CalWORKs Plan	This plan details staffing, activity, and expenditure plans for this above and beyond service to recipients of public assistance	Program Coordinator Dean of Student Services Executive Vice President
EAC/DSPS	This plan is required by Title 5 and details staffing, activity, and expenditure plans for this service to learning and physically challenged students	Program Coordinator Dean of Student Services Executive Vice President
Carl Perkins IV	This plan details staffing, curriculum improvement strategies, and expenditure plans for federal funding directed at Career and Technical Education (CTE) students	Dean of Career and Technical Education Executive Vice President
Tech Prep/School to Career	This plan details staffing, curriculum improvement strategies, and expenditure plans for federal funding directed at high school students on pathways to CTE programs at community colleges	Dean of Career and Technical Education Executive Vice President
Basic Skills Plan	This plan is required by the State Chancellor and details staffing, activity, and expenditure plans for use of granted funding to enhance delivery of basic skills instruction	Dean of Liberal Education Executive Vice President

Role of Task Force in completion of Educational Master Plan

The decision to form an Educational Master Plan Task Force (EMPTF) was initiated by the President's Cabinet and Deans' Council, with direct input from the Academic Senate. The lead responsibility was assigned to the college's Chief Instructional Officer, the Interim Vice President of Instruction. The EMPTF was co-chaired by the Academic Senate President, the interim Vice President of Student Services, and the Vice President of Instruction. Using the Division Model, all instructional department chairs and student services coordinators were assigned to participate in development of the EMP. In addition, the President of the Classified Senate, the Vice President of Business Services, the Director of Maintenance and Operations, the Director of Information Technology, and the Associated Student Government President, were also invited to serve on the task force. In effect, every stakeholder of the college, either directly or by designated representative, was included in the planning process.

Spring 2008

In an attempt to further implement previous recommendations presented to the college by the Accreditation Commission of Community and Junior Colleges (ACCJC) and to prepare for the forthcoming updating of the college's Educational Master Plan, during this period of time the college contracted a research consultant to complete a comprehensive External Environmental Data Scan of the Ventura County area. The scope of the study included an updated demographic profile of the area, student characteristics, college program completion rates, labor market information, and a customized data search designed to help the college to assess the validity of its

curriculum in meeting the demands of Career and Technical Education (CTE) occupations in our respective service area. Relevant findings were incorporated into the college's planning process (e.g. PEPC) as a resource to assist faculty and staff with validation of CTE curriculum, as well as curriculum in general. Other findings were used to assist in completing Chapter Two of this Educational Master Plan (e.g. demographics).

Fall 2008
During the fall semester, members of the Deans' Council initiated a search for best practices models of completed Educational Master Plans from other districts. This process included input from the college's Academic Senate President who serves on the Deans' Council and attended meetings on a weekly basis. Relevant information was collected, analyzed, and prepared for the launching of the college's own initiative to complete a plan during the spring and summer of 2009 and the ensuing fall semester.

Spring 2009
On March 3, 2009, the Task Force held its first retreat with full participation from all of its members. The retreat was co-chaired by the Vice Presidents of Instruction and Student Services and the Academic Senate President. There was considerable dialog, clarification of the process, discussion about the structure of the document, review of purpose, and tasks were assigned accordingly. A strategy and production calendar was developed to launch and complete the overall process. The principle task assigned to all units and divisions was the completion of updated program profiles for each instructional and student services program and/or unit no later than April 15, 2009. A second retreat for May 15, 2009, was scheduled to review the work in progress and to examine the findings of the initial program updates submitted in April. The role of staff and respective planning efforts for Maintenance and Operations (e.g. facilities), Information Technology, and Business Services was clearly integrated into the overall process. Representatives from those areas were present and were able to gather insight as to the direction and interests of the instructional and student services units. During the ensuing weeks, faculty and staff met at the unit and department level and coordinated the updating of program profiles with their Division offices. The completed program profile updates were provided to the Vice President of Instruction who, in turn, shared the facility updates with the Maintenance and Operations and Information Technology units of the college. There was a conscious intent made to promote the highest level of congruency between all of the planning areas that would be included in the completed Educational Master Plan. By April 15, 2009, the college had compiled updated program profiles for all instruction and student services programs. The information was collapsed into a single table with summary data on the forty-eight programs scheduled to be profiled in the final Educational Master Plan. The table was provided to all members of the task force prior to May 15th. On May 15th, the task force reconvened for a second retreat to review work in progress, examine the findings of the updated profiles and, in particular, to identify common themes in the staffing, technology, and facility needs of the college. Attendance to the retreat again included the lead personnel from Maintenance and Operations, and Information Technology. Also in attendance was the Associate Vice Chancellor of Information Technology which provided for a direct planning linkage to the overall district technology planning process. There was considerable discussion regarding

strengths and challenges faced by the college in the present and future environment, signature programs, future trends, present and future needs, and prospective opportunities to improve the effectiveness of the institution. The results of this campus-wide retreat were documented and used to help guide the identification of priorities for this Educational Master Plan, particularly as they pertain to facility development. It was agreed that lead members of the task force would develop a draft of the plan during the summer of 2009 and that it would be presented to the task force for final review and approval in October of 2009.

Summer 2009

During this period, the interim Vice President of Instruction completed the first draft of the plan. A comprehensive review was completed by the Academic Senate President of the college. The work of the EMP Task Force during the previous academic year was used as the guide to shape the narrative. There was considerable input and assistance from the Division of Education and Research Services, which oversees institutional research for the college. During the late summer, the draft was previewed by all available members of the Task Force. The pre-final draft was completed August 31, 2009, in preparation for a final review by the complete membership of the EMP Task Force that was scheduled for October 16, 2009.

Fall 2009

In October 2009, members of the EMP Task Force met to review the pre-final draft of the document. After careful review, there was agreement to forward the completed draft to the college president for further review and advancement to the district and the Board. .

CHAPTER TWO

Chapter Two
The External Environment – Service Area

Demographics of Oxnard College's Service Area

Oxnard College is located in Oxnard, California, along the Pacific Rim, 62 miles northwest of Los Angeles. With a population of nearly 200,000, Oxnard is the largest city within Ventura County. The college's service area primarily includes the cities of Oxnard, Port Hueneme, and Camarillo. In addition, the college also serves outlying cities in the north and east sectors of the county, including Ventura, Newbury Park, Thousand Oaks, Moorpark, and Simi Valley.

The local area is home to two large U.S. Navy Bases, one in Port Hueneme and the other at the Pt. Mugu station, south of Oxnard. The Port of Hueneme is the busiest commercial port between Los Angeles and San Francisco.

The economy of the region includes international trade, agriculture, manufacturing, defense, and tourism. In the Oxnard area, some of the top employers include St. John's Regional Medical Center (1,994), the Oxnard Union High School District (1,500), Waterway Plastics (1,300), City of Oxnard (1,167), Haas Automation (996), and Aluminum Precision (700).

The following table provides a five-year population trend by city for the county of Ventura.

Ventura County Population by City					
City	**2005**	**2006**	**2007**	**2008**	**2009**
Camarillo	62,455	63,888	65,209	65,120	66,149
Fillmore	15,132	15,125	15,155	15,538	15,639
Moorpark	35,597	35,668	35,929	36,620	37,086
Ojai	8,104	8,125	8,084	8,114	8,157
Oxnard	187,705	189,288	191,834	193,892	197,067
Port Hueneme	22,568	22,326	22,216	22,090	22,171
San Buenaventura	105,460	106,317	106,847	107,705	108,787
Santa Paula	29,101	29,023	29,049	29,389	29,725
Simi Valley	120,686	122,248	123,766	125,002	125,814
Thousand Oaks	126,344	127,170	126,936	127,984	128,564
Total Incorporated	713,152	719,178	725,025	731,454	739,159
Balance of County	96,134	95,736	95,525	95,813	96,921
County Total	**809,286**	**814,914**	**820,550**	**827,267**	**836,080**

Source: U.S. Department of Commerce, August 2009. Provided by Educational Services and Research, Oxnard College.

Ventura County's population continues to grow, but at a slow rate. The number of county residents increased by 3.3% from 2005 to 2009. For Oxnard, the single largest city in the county, the population grew by 5.0% for this same time period.

There are a growing number of Hispanic/Latino residents in Ventura County, accounting for 38% of the total population in 2008. For the city of Oxnard, Hispanics make up two-thirds (66.2%) of the population, a significant number given the size of the city. In addition, population projections show that although there is virtually no change in the school-age population (5 to 19 year olds) countywide between 2000 and 2010, there is an increase of 12.4% among Hispanics in this same age range. Approximately 60% of the population (5 years and older) in Oxnard speak Spanish at home.

The median age of the county's population continues to rise reflecting a nationwide trend. The county's median age was estimated to be 35.7 years in 2008, up from 34.2 years in 2000, and 31 years in 1990. For the city of Oxnard, the median age was estimated to be 30.6 years in 2008 and 28.9 years in 2000.

There are dramatic differences in educational attainment when comparing countywide figures to that of residents in the city of Oxnard. For 2008, it is estimated that 30.4% of the population 25 years and older in the county have a Bachelor's degree or higher and 82.1% are high school graduates. For the city of Oxnard, only 15.1% of that similar aged population has a Bachelor's degree or higher and 60.8% are high school graduates. Furthermore, it is estimated that 24.2% of the population in Oxnard 25 years or older has less than a 9th grade education compared to 10% in the countywide.

Similar disparities occur when examining income levels for the county and the city of Oxnard. In 2008, the median household income for the county was $76,269, and the percentage of residents living below the poverty level was 8.7%. The median household income for the city of Oxnard was $59,552, with 14.3% below the poverty level.

Comparisons of Ventura County and Oxnard		
	Ventura County	**City of Oxnard**
Educational Attainment *(population 25 years and older)*		
Bachelor's degree or higher	30.4%	15.1%
High school graduate (or equivalent)	82.1%	60.8%
Less than 9th grade education	10.0%	24.2%
Median Household Income	$76,269	$59,552
Individuals Below Poverty Level	8.7%	14.3%

Source: U.S. Census Bureau, 2006-2008 American Community Survey 3-Year Estimates. Provided by Educational Services and Research, Oxnard College.

Based on the demographic considerations outlined in the sections above, it is likely that the focus on increased participation rates and expansion to new populations are more viable alternatives for student enrollment and program growth at Oxnard College. Programs and services targeted to first-generation college students and English language learners will also be important for program expansion at the college. The college's immediate service area holds great promise for promoting

the value of a high school diploma, an associate's degree, and transfer opportunities to four-year colleges and universities. In addition, technical programs will continue to mirror the needs of the community and opportunities for sustained, steady growth.

Labor Market Study

During the 2007-2008 academic year, Oxnard College (OC) was awarded funding from the California Community College Economic and Workforce Development (EWD) Department to conduct an External Environmental Scan. The External Environmental Scan was completed by the Madrid Consulting Group (MCG). The use and interpretation of the data from the scan for this chapter were completed by senior staff from the Office of Instruction, the Division of Economic Development and Innovation, and the Division of Career and Technical Education at Oxnard College. The labor market study represents the college's commitment to use relevant, external information from the community to help guide the development and validation of instructional programs and services at the campus.

The purpose of the labor market study was: (1) to examine the performance and productivity of Career and Technical Education programs at Oxnard College, (2) to identify the fastest growing occupations within the college's service area, (3) to identify the demand occupation status of Oxnard College instructional CTE and general education programs at the state and national level, (4) to examine new and emerging occupations in the future labor market environment, (5) to provide an interpretation of the data in the form of implications, and (6) to help develop recommendations to increase the capacity of Oxnard College to meet the education and workforce preparation needs of students within our service area.

The examination of the findings from the environmental scan and related analyses was customized for the purposes of the Educational Master Plan. As previously noted, the specific purpose of this study was to help assess the validity of the curriculum being offered at Oxnard College. The primary criterion being used to assess validity is the demand occupation status of instructional programs at Oxnard College as it compared to the demand for related occupations in the external environment. Productivity, in terms of Full-Time Equivalent Student (FTES) earnings, was also used to help assess the performance and validity of programs.   While considerable attention was paid to CTE programs, the demand for programs across the curriculum was also addressed in general terms.

Demand Occupation Forecast for Oxnard College Service Area

Fastest/Largest Growing Occupations
The data in the following table represent a forecast of demand by occupational titles according to the Employment Development Department's Labor Market Information (EDD-LMI) data base. The demand noted in this table is ranked by underline percentage growth.

Fastest Growing Occupations within Oxnard College Service Area: 2006-2016 (ranked by percentage change)			
Rank	Occupation	% change	Estimated Need
1	Home Health Aides	55.3	1,770
2	Pharmacy Technicians	39.3	390
3	Nursing, Psychiatric, Home Health Aides	38.1	3,660
4	Network Sys. and Data Communications	35.7	760
5	Audio/Video Equipment Technicians	33.3	80
6	Health Educators	33.3	80
7	Health Specialties, Teachers, Postsecondary	33.3	80
8	Animal Trainers	33.3	80
9	Hotel, Motel, and Resort Desk Clerks	33.3	480
10	Molders, Shapers, and Casters	33.3	120
11	Transportation Workers – All Other	33.3	80
12	Biomedical Engineers	31.8	290

Source: http://www.labormarketinfo.edd.ca.gov. Retrieved from the Internet on June 23, 2009.

The following table provides the demand occupation status of the top fifteen occupational areas by quantitative need. The data in this table are ranked by projected _numerical_ growth.

Top Fifteen Occupational Areas by Numerical Growth: 2006-2026 (ranked by highest numerical need)			
Rank	Occupation	% change	Projected Need
1	Office and Administrative Support Occupations	0.3	55,050
2	Sales and Related Occupations	8.9	41,270
3	Food Preparation and Serving Related Occupations	13.3	28,410
4	Management Occupations	4.3	26,110
5	Retail Sales Workers	10.0	23,410
6	Production Occupations	0.1	23,190
7	Construction and Extraction Occupations	3.3	22,700
8	Education, Training, and Library Occupations	16.9	21,240
9	Farming, Fishing, and Forestry Occupations	13.8	20,230
10	Agricultural Workers	14.0	19,040
11	Construction Trades Workers	3.2	18,540
12	Transportation and Material-Moving Occupations	2.9	18,310
13	Business and Financial Operations Occupations	3.7	18,100
14	Farm Workers and Laborers, Crop and Nursery	15.7	16,470
15	Healthcare Practitioners and Technical Occupations	18.1	15,250
		TOTAL	367,320

Source: http://www.labormarketinfo.edd.ca.gov. Retrieved from the Internet on June 23, 2009.

Comparison of Demand Occupation Forecast to Existent CTE Programs at Oxnard College

The forecast of demand in the previous two tables for the Oxnard College service area clearly identified a significant number of occupational areas that rely on instruction available through the specific CTE programs maintained at Oxnard College. In addition, many of the occupations included in the EDD-LMI listing are reliant on the type of lower-division course work available at Oxnard College for certificates, two-year degrees, and/or preparation for transfer to four-year institutions. A review of the college's curriculum, articulation, and program sequencing showed that the college maintains a comprehensive general education for lower division and the transfer needs of students.

Specifically, the demand occupation data base at the labor market website (http://www.labormarketinfo.edd.ca.gov) revealed a significant present and future demand in Automotive Technician occupations (1,860), Teaching occupations (3,110), Health Care occupations (9,430) including Dental Hygienists and Dental Assistants (1,700+), Computer-Mathematical occupations (9,050), Business and Finance occupations (18,100), Business Operations occupations (11,590), Paralegals (590), Childcare workers (2,520), and Food service and preparation (13,960). Oxnard College presently supports the noted occupations with classroom training.

For Oxnard College, the ten top ranked programs in terms of FTES earnings for CTE areas are shown in the table below. These ten areas comprise approximately two-thirds of the total FTES earned within the CTE areas. For 2007-2008, about 30% of the total FTES earnings at the college were generated by the CTE instructional areas.

Ranking by FTES Earned	Oxnard College Career and Technical Education Programs	FTES Earnings
1	Child Development/Early Care	190
2	Fire Academy	134
3	Fire Technology	118
4	Health Education	110
5	Dental Hygiene	89
6	Addictive Disorder Studies	80
7	Office Technology/Office Occupations	79
8	Automotive Technology	74
9	Accounting	69
10	Emergency Medical Technician	67
		1,010

Source: Data Mart, State Chancellor's Office, FTES query for 2007-2008. FTES entries vary slightly from final figures compiled at campus level.

New and Emerging Occupations: Tomorrow's Jobs

Previous tables and related data have thus far focused on descriptions of specific occupations and specific instructional programs. The following overview represents a state and national forecast by areas of industry title.

Following is a listing of the top twelve projected areas of demand occupation growth for the state and the nation. This listing has been adopted by the State of California's Employment Development

Department (EDD) and has also been accepted as the standard forecast by agencies such as the State Chancellor's Office of the California Community Colleges. These twelve areas constitute what the Department of Labor's O*NET public datamart site, and affiliated state and federal agencies, have identified as areas with continuing high-demand for skilled workers. Note that the inclusive period for the O*NET ten-year forecast differs from the period used by the state in its EDD-LMI forecast of 2004-2014.

Projected High Growth Industries for 2002-2012 – National and State Focus			
1	Advanced Manufacturing	7	Geospatial Technology
2	Automotive	8	Health Care
3	Biotechnology	9	Hospitality
4	Construction	10	Information Technology
5	Energy	11	Retail Trade
6	Financial Resources	12	Transportation

*Source: The National Center for O*NET Development, March 2006, and the California Labor Market*

Information Division, EDD, (2007). Retrieved December 1, 2007 from http://www.labormarketinfo.edd.ca.gov.

Green Energy – The Sustainability Movement
One of the most significant issues we are facing is the realization that today's world cannot proceed as a civilization that is mostly propelled by fossil fuels. The potential catastrophic effects of the global climate change that previous and present generations are responsible for creating will no doubt go down in history as one of the most threatening challenges left to future generations.   In response to the compelling need to conserve our natural resources, alternative and renewable energy is rapidly becoming one of the world's fastest growing industries. As stated by a representative of Green Energy Career Guide, "For the first time, many businesses and investors are now understanding that not only has renewable energy got a future, it is the future. The exploding international demand for renewable energy solutions provides a rich and fertile ground for those with technologies and entrepreneurship to match. Investment is beginning to enter the industry in an unprecedented manner." (Source: www.greenenergyjobs.com).

According to the American Solar Energy Society 2007 Job Report, in 2006 the Renewable Energy (RE) and Energy Efficiency (EE) industry generated $970 Billion in revenues and 8.5 million jobs. The United Nations reported in its annual "Global Trends in Sustainable Energy Investment," report that in 2006 global investment into renewable energy reached $100 billion. In the meantime, the National Renewable Energy Lab has pinpointed a shortage of skills and relevant training as a major obstacle to growth in this emerging industry. The manufacturing, construction, installation, and maintenance industry have not kept pace with the workforce training needs of alternative and renewable energy.

The following table provides a listing of industry areas commonly affiliated with alternative and green energy.

Areas of Industry affiliated with Alternative and Green Energy	
Wind Energy	Biofuels
Micro Renewables	Water Buildings
Solar Energy	Green Policy
Marine Energy	Green Building
Wave Energy	Green Transport
Tidal Energy	Waste Management
Hydro Energy	Carbon Management
Bioenergy	Environmental Impact

Source: http://www.greenenergyjobs.com/career-guide

O*NET's report on the 102 New and Emerging Occupations (N&E) included the energy field. Some of the N&E occupations identified in the report included Compliance Officers, Energy Auditors, Energy Brokers, Energy Engineers, and Renewable Energy Technicians.

Recent developments within the solar industry in California clearly illustrate the increase in alternative energy demand. The state has committed $3 billion in incentives to decrease reliance on conventional forms of energy (e.g., fossil fuels). Solar energy is the targeted alternative. In addition, in 2007 venture capitalists invested $625 million in California solar energy companies.

It is estimated that most new jobs will be in the marketing and installation of solar photovoltaic and thermal systems.

Educational Partners in the Oxnard College Community

High Schools
Oxnard College will continue to develop strong partnerships with the educational entities in the community, specifically with the feeder high schools in the area and with the four-year universities. The majority of recent high school graduates entering Oxnard College come from high schools in the Oxnard Union High School District that serves residents in Oxnard, Camarillo, and Port Hueneme. Based on information from the California Department of Education, the number of 12th graders enrolled in the Oxnard Union High School District has increased over the last several years. The percentage increase in 12th graders over the period from 2003-04 to 2008-09 was 11.8%, with over a one-third increase in students (37.3%) over the ten-year period from 1998-99 to 2008-09. Although 9th grade enrollments have been level over the last five-year period, there has been a 9.1% increase over the ten years from 1998-99 to 2008-09. For the most recent year that data are available, only 73% of the 12th graders enrolled in 2007-08 graduated high school. Of the high school graduates, 30.1% completed courses required for the UC/CSU.

Students in the Oxnard Union High School District			
	1998-99	**2003-04**	**2008-09**
12th grade enrollments	2,991	3,673	4,108
9th grade enrollments	3,770	4,148	4,113

Source: California Department of Education, Educational Demographics Office.
Provided by Educational Services and Research, Oxnard College.

Graduates from the Oxnard Union High School District	
	2007-08
12th grade enrollments	4,011
Graduates	2,930
Percent of Students Graduating from 12th Grade	73%
High School Graduates with UC/CSU Required Courses	30.1%

Source: California Department of Education, Educational Demographics Office.
Provided by Educational Services and Research, Oxnard College.

<u>**Universities**</u>

Oxnard College is continuing to develop and strengthen relationships with four-year colleges and universities. California State University Channel Islands (CSUCI) is a very important and welcome addition of higher education to Ventura County. CSUCI, the newest campus of the 23-campus California State University system, formally opened in August 2002 offering classes to transfer students. The first freshmen class enrolled in the fall of 2003. By the fall of 2008, approximately 3,800 students were enrolled in undergraduate and graduate programs. Prior to the university's opening, there was not a four-year public institution of higher education in the county, other than the satellite centers for CSU Northridge and UC Santa Barbara. CSUCI offers academic programs with a focus on liberal studies, sciences, and business and is known for its emphasis on experiential and service learning. The university has emphasized developing programs with the greatest likelihood of employment opportunities within the county.

As a Hispanic-Serving Institution (HSI), Oxnard College has formal partnerships with both CSU Channel Islands and with University of California, Santa Barbara through two major grant projects-- the Title V Cooperative Grant and the CCRAA Science, Technology, Engineering, and Mathematics (STEM) Grant. With the emphasis on helping OC students be successful in transferring to these four-year institutions, OC has focused on strengthening the preparation of our students by addressing academic/curricular as well as student development needs.

Educational Partnerships

Strengthening partnerships is critical to meet the educational needs for Ventura County and for the students at Oxnard College. The Ventura County P-16 Regional Council was developed to bring together key decision makers from education, business, parent, and community agencies. The P-16 Council's overarching goal is to improve the academic achievement and preparation of all students in Ventura County, and to close achievement gaps among various student subgroups. The Ventura County Community College District and Oxnard College have joined forces with other P-16 Core Council members such as the Ventura County Office of Education, CSU Channel Islands, California Lutheran University, the Ventura County Economic Development Association, First 5 Ventura County, the Boys and Girls Club, and the 12th District PTA. The P-16 expanded membership includes the local school districts and many other non-profit service organizations.

Recommendations

1. The college should continue to use the most current external environmental data to assist in validating its curriculum development and to address the educational needs of the community.

2. The college should focus on increased participation rates and expansion to new populations as viable alternatives for student enrollment and program growth. Programs and services targeted to first-generation college students and English language learners will also be important for program expansion at the college.

3. The college needs to continue to strengthen the educational partnerships developed with the K-12 and the university sectors to address the needs of students including academic preparation and curricular alignment.

4. The college should also continue to routinely review its instructional programs to ensure that labor market demand and desired productivity interests are effectively served.

5. Given the data provided, it is recommended that the campus aggressively pursue further research to assist in identifying <u>new and emerging</u> demand occupations that can be served through instructional programs.

6. It is also recommended that the college designate a focus group or establish a task force with the charge of further studying the findings of the comprehensive Environmental Scan and that relevant data be used to assist the college with validation of its Carl Perkins IV, Tech Prep, and (if applicable) Senate Bill 70 initiatives. Sequenced CTE Programs of Study across the academic pipeline (K-16) should be based on valid demand occupation forecasting to ensure that students are following pathways to gainful employment, as required by related legislation. To effectively implement this initiative, it is strongly suggested that lead CTE managers, faculty and department chairs, be included in this process, and that they personally review the findings of this study as they specifically apply to new, emerging areas of industry.

5. It is further recommended that the college work with the district to develop and facilitate an annual Economic Summit designed to bring together business and industry stakeholders from across the college's service areas. It is also strongly suggested that the employer database feature of the Environmental Scan be used to help identify key employers from across the region(s). The purpose of the summit will be to obtain first-hand information from employers regarding unmet industry demands and emerging occupations and to ideally establish business and industry partnerships with the campus. Employers from new and emerging areas, such as green energy, solar energy, web-based technology, and manufacturing will be specifically sought out for participation. The annual summit should, ideally, be led by lead faculty, CTE managers, Board members, Workforce Investment representatives, Regional Consortium representatives from the community colleges of the respective region, and other stakeholders to be identified by college faculty and staff.

6. It is also recommended that the college continue to maintain a current Technology Plan and that integrated planning across the campus remain a priority of the Technology Committee and other planning bodies of the campus.

7. It is recommended that the campus use the provided database to strengthen its outreach and marketing efforts to prospective students and stakeholders within the business and industry sectors of the Oxnard College service area(s).

8. It is further recommended that the college research and develop an action plan to better position itself to compete for American Recovery and Reinvestment Act (ARRA) funding. This federal resource agency has clearly named the community college system as a target for collaboration. This stimulus funding is a viable resource for assisting the college in not only strengthening its CTE programs but in accessing federal funding to off-set fiscal erosion at the state level.

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CHAPTER THREE

CHAPTER THREE
The Internal Environment – Oxnard College

Student Ethnicity

The following tables show the distribution of Oxnard College students by ethnicity. For Fall 2008, nearly 65% of the student population at Oxnard College was Hispanic/Latino. Approximately 18% was White/Caucasian, 8% Asian/Filipino/Pacific Islander, 4% African American/Black, and less than 1% Native American. In addition, about 5% of the students chose not to identify their ethnicity.

Proportion of Students by Ethnicity Fall 2004 to Fall 2008
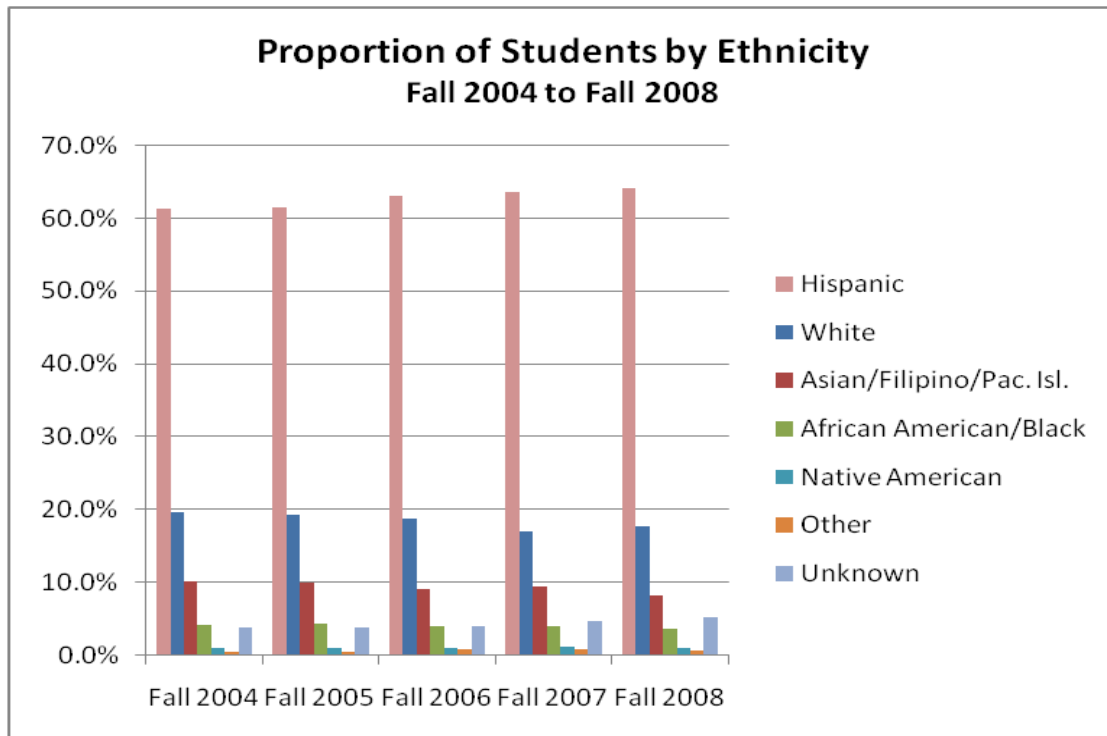
Student Ethnicity	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Hispanic	4,049	3,855	4,073	4,493	4,908
White	1,290	1,204	1,201	1,196	1,351
Asian/Filipino/Pac. Isl.	657	619	576	657	621
African American/Black	268	260	249	271	267
Native American	56	57	58	78	63
Other	28	27	43	48	43
Unknown	246	237	247	324	393
Total Headcount	**6,594**	**6,259**	**6,447**	**7,067**	**7,646**

Student Ethnicity (%)	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Hispanic	61.4%	61.6%	63.2%	63.6%	64.2%
White	19.6%	19.2%	18.6%	16.9%	17.7%
Asian/Filipino/Pac. Isl.	10.0%	9.9%	8.9%	9.3%	8.1%
African American/Black	4.1%	4.2%	3.9%	3.8%	3.5%
Native American	0.8%	0.9%	0.9%	1.1%	0.8%
Other	0.4%	0.4%	0.7%	0.7%	0.6%
Unknown	3.7%	3.8%	3.8%	4.6%	5.1%
	100.0%	100.0%	100.0%	100.0%	100.0%

Source: Educational Services and Research, Oxnard College.

Student Age Characteristics

As illustrated in the following tables, for Fall 2008 the 20-24 age group comprises the largest group of students attending the college (about one in three), with students under 20 years of age making up about one in four of all students. The distribution of students by age range has stayed fairly consistent over time.

Student Age (%)	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
<20	23.6%	27.2%	28.9%	27.0%	27.2%
20-24	33.4%	30.5%	30.7%	31.4%	32.7%
25-29	12.8%	12.7%	12.6%	13.3%	13.4%
30-39	14.8%	13.9%	13.0%	13.7%	13.5%
40-49	10.0%	9.8%	9.4%	9.2%	8.4%
50+	5.3%	5.8%	5.4%	5.4%	4.9%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%
Total	**100.0%**	**100.0%**	**100.0%**	**100.0%**	**100.0%**

Source: Educational Services and Research, Oxnard College.

Student Gender

For Fall 2008, females make up about 58% of the student population at Oxnard College, while males make up about 41%. The gender distribution over the past five years has been fairly consistent.
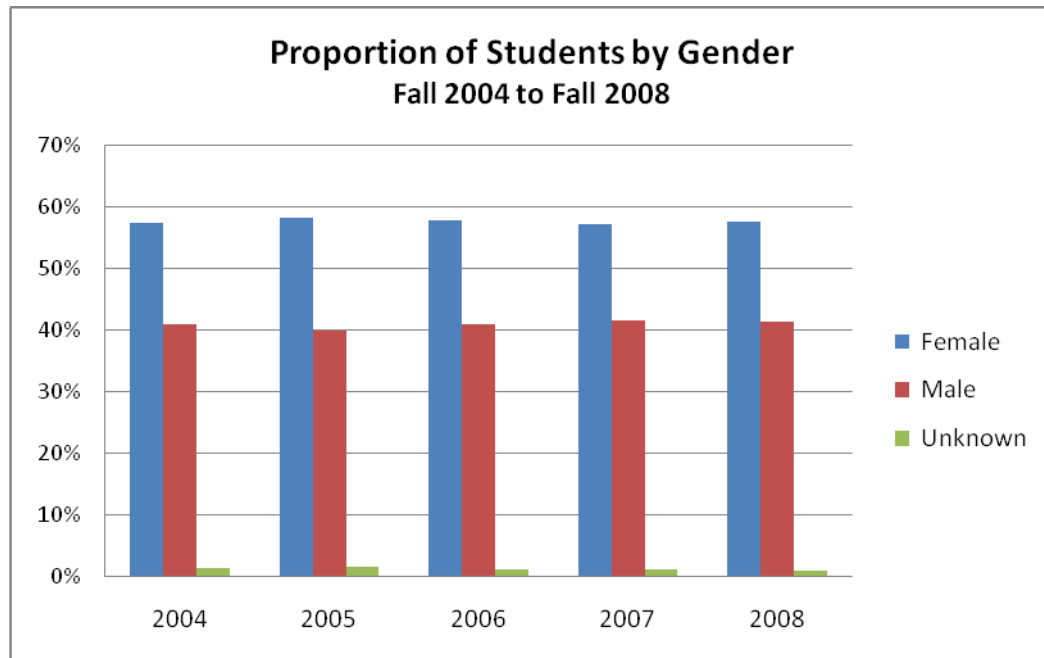
Source: Educational Services and Research, Oxnard College.

Gender	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Female	3,791	3,649	3,730	4,045	4,404
Male	2,703	2,506	2,641	2,945	3,164
Unknown	100	104	76	77	78
Total	**6,594**	**6,259**	**6,447**	**7,067**	**7,646**

Gender (%)	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Female	57.5%	58.3%	57.9%	57.2%	57.6%
Male	41.0%	40.0%	41.0%	41.7%	41.4%
Unknown	1.5%	1.7%	1.2%	1.1%	1.0%

Source: Educational Services and Research, Oxnard College.

Student Participation Rates by City

As indicated in the following table, for Fall 2008 the principal feeder cities to Oxnard College were, in descending order, Oxnard (5,272), Port Hueneme (627), Camarillo (590), Ventura (318), and Simi Valley (140). These data represent a historical, consistent pattern of student participation for the listed cities.

Oxnard College Students Enrolled by Selected Cities Fall 2004 to Fall 2008										
City	*Fall 2004*		*Fall 2005*		*Fall 2006*		*Fall 2007*		*Fall 2008*	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*	*N*	*%*
Agoura Hills	13	0.2%	11	0.2%	13	0.2%	17	0.2%	22	0.3%
Camarillo	503	7.6%	489	7.8%	471	7.3%	565	8.0%	590	7.7%
Carpinteria	9	0.1%	7	0.1%	10	0.2%	7	0.1%	6	0.1%
Fillmore	46	0.7%	36	0.6%	34	0.5%	49	0.7%	48	0.6%
Malibu	20	0.3%	13	0.2%	11	0.2%	15	0.2%	20	0.3%
Moorpark	47	0.7%	47	0.8%	53	0.8%	59	0.8%	58	0.8%
Newbury Park	52	0.8%	49	0.8%	68	1.1%	79	1.1%	87	1.1%
Ojai	49	0.7%	37	0.6%	32	0.5%	28	0.4%	44	0.6%
Oak Park	5	0.1%	8	0.1%	5	0.1%	6	0.1%	6	0.1%
Oak View	14	0.2%	13	0.2%	11	0.2%	8	0.1%	10	0.1%
Oxnard	4,489	68.1%	4,289	68.5%	4,332	67.2%	4,794	67.8%	5,272	69.0%

Port Hueneme	560	8.5%	520	8.3%	567	8.8%	601	8.5%	627	8.2%
Santa Barbara	30	0.5%	29	0.5%	31	0.5%	23	0.3%	26	0.3%
Santa Paula	86	1.3%	80	1.3%	77	1.2%	80	1.1%	76	1.0%
Simi Valley	76	1.2%	64	1.0%	78	1.2%	104	1.5%	140	1.8%
Somis	22	0.3%	19	0.3%	16	0.2%	21	0.3%	24	0.3%
Thousand Oaks	74	1.1%	68	1.1%	71	1.1%	72	1.0%	90	1.2%
Ventura	306	4.6%	299	4.8%	294	4.6%	293	4.1%	318	4.2%
Westlake Village	11	0.2%	15	0.2%	16	0.2%	15	0.2%	16	0.2%
Total of Above Cities	**6,412**	**97.2%**	**6,093**	**97.3%**	**6,190**	**96.0%**	**6,836**	**96.7%**	**7,480**	**97.8%**
Total College Enrollments	**6,594**	**100%**	**6,259**	**100%**	**6,447**	**100%**	**7,067**	**100%**	**7,646**	**100%**

Source: Educational Services and Research, Oxnard College

Student Success and Retention

Over the past five years, the retention and success rates for Oxnard College students have fluctuated somewhat. For Fall 2008, the average retention rate for OC students was 85.2%, which is higher than the statewide average of 83.5%. The success rate for students at the college was 65.8%, also slightly higher than the statewide average of 66.5%. (*Source: State Chancellor's Office Data Mart).*

The retention rate indicates the percentage of students enrolled in classes who complete those classes with a grade notation (including W, D, F, NC, and NP). The success rate is the percentage of student enrollments that successfully complete classes with grades of A, B, C, CR (credit), or P (pass).

Student Success and Retention: Fall 2004 to Fall 2008					
Term	Retention Rate	Success Rate	Total	Total Retained	Total Successful
Fall 2004	84.8%	69.2%	18,380	15,581	12,717
Fall 2005	85.8%	68.2%	17,049	14,626	11,628
Fall 2006	84.4%	66.0%	17,217	14,530	11,368
Fall 2007	84.9%	64.9%	19,181	16,292	12,456
Fall 2008	85.2%	65.8%	20,431	17,405	13,449

Source: Educational Services and Research, Oxnard College.

Projected Student Enrollment Growth Through 2015

The following table shows the college projecting an annual growth rate of 3% per year to forecast student enrollment growth over the course of the next several years through 2015. This figure was selected after a careful analysis of historical trends in student enrollment patterns at the college over the past five years, as well as projected demographic trends in the external environment by the U.S. Census Bureau through 2015. In addition, members of the EMP Task Force were highly

cognizant of the role that economic downturns play in generating impermanent and fluctuating growth spurts in student enrollment. Therefore, restraint was exercised in completing this analysis and subsequent forecast.   History has clearly shown that during times of high unemployment and economic recession, the unemployed and underemployed tend to flock to colleges to enhance their marketable job skills. However, these sudden increases in student enrollment almost always recede as quickly as they appear. Oxnard College, consistent with the other 109 community colleges in the state, has definitely experienced its share of student enrollment growth during the past two years. From the Fall of 2006 to Fall 2008, student headcount enrollment grew from 6,447 to 7,646, amounting to an increase of 18.6% (1,199 students) over two years, an average of 9% growth per year.   Based on a review of recent demographic trends in the population for the region, the college's use of a 3% annual growth rate through 2015 is reasonable, although may be constrained by fiscal and budget considerations.

Fall Actual and Projected Student Enrollment: 2008 – 2015				
Fall Term	Headcount	FTES	Headcount Change (from previous yr)	FTES Change (from previous yr)
2008	7,646	5,422	8.2%	15.6%
est. 2009	7,875	5,585	3.0%	3.0%
est. 2010	8,112	5,752	3.0%	3.0%
est. 2011	8,355	5,925	3.0%	3.0%
est. 2012	8,606	6,103	3.0%	3.0%
est. 2013	8,864	6,286	3.0%	3.0%
est. 2014	9,130	6,474	3.0%	3.0%
est. 2015	9,404	6,668	3.0%	3.0%

Source: Educational Services and Research, Oxnard College.

CHAPTER FOUR

Program Profiles

CHAPTER FOUR
Division Organization and Unit Program Profiles

This chapter begins with profiles for the various governance units of the college. The remaining section of the chapter is dedicated to the program profiles for the five Divisions that serve this college. The college utilizes a division model that includes an area dean, classified managers, program coordinators, department chairs, classified support staff, and respective faculty. At this college, instructional support programs (e.g. Library) are integrated into the noted divisions. Governance Units are listed first with specific programs following.

Program profiles are listed in alphabetical order starting with "Accounting". Profiles are not in alphabetical order. See Table of Contents for program by page number. For purposes of demonstrating structure, below see the programs as divided by academic unit.

GOVERNANCE UNITS
- ➢ Academic Senate
- ➢ Classified Senate
- ➢ Management
- ➢ Associated Student Government

DIVISION OF CAREER AND TECHNICAL EDUCATION
- ➢ Accounting
- ➢ Air Conditioning and Refrigeration
- ➢ Automotive Body and Fender Repair
- ➢ Automotive Technology
- ➢ Business
- ➢ Child Development Center
- ➢ Child Development Instructional Program
- ➢ Computer Information Systems
- ➢ Computer Networking/Eng. Technology
- ➢ Culinary Arts and Restaurant Management
- ➢ Dental Assisting
- ➢ Dental Hygiene
- ➢ Fire Academy
- ➢ Fire Technology
- ➢ Legal Assisting/Paralegal Studies
- ➢ Oxnard College Television (OCTV)
- ➢ Television Instructional Program

DIVISON OF LIBERAL STUDIES
- ➢ Anthropology
- ➢ Art
- ➢ Economics

- ➤ English
- ➤ English as a Second Language
- ➤ Foreign Languages
- ➤ History
- ➤ Learning Resource Center
- ➤ Music
- ➤ Performing Arts
- ➤ Philosophy
- ➤ Political Science
- ➤ Psychology
- ➤ Sociology
- ➤ Speech
- ➤ Transitional Studies
- ➤ Tutoring Center

DIVISION OF MATH/SCIENCES/PHYSICAL EDUCATION
- ➤ Athletics
- ➤ Mathematics
- ➤ Natural Sciences: *Anatomy, Astronomy, Biology, Chemistry, Environmental Science and Resource Management, Geography, Geology, Health Education, Marine Studies, Microbiology, Physical Science, Physics and Physiology.*
- ➤ Physical Education

DIVISION OF EDUCATION AND RESEARCH SERVICES
- ➤ Institutional Research
- ➤ Instructional support services to instruction and student services
- ➤ Library
- ➤ Title V Grant
- ➤ Science Technology Engineering and Mathematics (STEM) Grant

DIVISION OF STUDENT SERVICES
- ➤ Admissions and Records
- ➤ Articulation
- ➤ Associated Student Government
- ➤ CalWORKs Program
- ➤ Career Center
- ➤ Counseling Center
- ➤ Educational Assistance Center
- ➤ Extended Opportunity Program & Services
- ➤ Financial Aid
- ➤ Student Health center
- ➤ Matriculation

- Outreach and Recruitment Center
- Student Activities

MANAGEMENT

Mission

The purpose of the management and leadership team at Oxnard College is to support the overall mission of the district by ensuring that all programs and staff of the college receive the administrative support necessary to function effectively in their roles. The management and leadership team at Oxnard College is fully committed to its purpose and strives to provide support in three ways.

➢ **Management Support**: This unit observes and maintains all relevant college, district, and state policies and regulations to ensure that the college maintains good standing in its compliance to the standards of all regulatory, accrediting and funding agencies. At the operational level, managers are responsible for facilitating an organized process that effectively allocates and manages available college resources.

➢ **Leadership Support**: This unit also serves and promotes an environment of collegiality where use of effective tenets of leadership are encouraged and used to build and maintain morale, facilitate problem solving, and enable colleagues to support one another in a collaborative manner.

➢ **Participatory Governance**: In addition, management observes and promotes the use of participatory governance by working collaboratively in a collegial and transparent manner with the Academic Senate, Classified Senate, Associated Student Government, and the community that we all serve.

Projections and Plans for the Future

Given the current and projected economic downturn, it is expected that access to adequate funding for all areas of the college will continue to be a major challenge. Consequently, management will continue to be hard-pressed to identify alternative sources of funding to support the critical needs of college programs and operations.

Staffing Needs

One of the greatest challenges facing Oxnard College continues to be the discontinuity in managers and a resultant loss of institutional memory and continuity in planning. One of the primary goals of management in the immediate future is to stabilize the team with more permanent staffing. A second critical need is additional managers. The college continues to operate with a management team that is half the size of management teams at other community colleges that are comparable in size.

Other Planning and Projected Needs

Management defers its analysis and forecast of projected needs to the content in the program profiles contained in Chapter 3 – for all areas of the college.

ACADEMIC SENATE

Mission Statement
The Oxnard College Academic Senate represents the faculty of the college in academic and professional matters as specified in Title 5, Sec. 53200-53204. It also serves as the partner to the planning and leadership of the institution as it seeks to achieve its educational mission and goals.

The major committees and consultative governance bodies that either operate under the Academic Senate and or receive membership through the Academic Senate are the Curriculum Committee, the Program Evaluation and Planning committee (PEPC), the Planning and budget council (PBC), the Professional Development Committee (PDC) Campus Use and Development (CUDS), and the OC Technology Committee. The executive officers of the Senate are the President, vice President, Secretary and Treasurer with the President serving as the College's representative to District Committees and co-chairing PEPC and PBC. The Academic Senate Vice President co-chairs the Professional Development Committee.

External Environmental Factors
Given the demographic realities of the generational pressures on higher education in California and the leadership pool, it is essential that the College become thoughtful about and hopefully devise ways of recruiting younger talent to be developed into the college's future faculty leadership.

Projections and Plans for the Future
The Academic Senate seeks to further codify regularize and professionalize its formal and informal contribution to the workings of the College. Accordingly, it seeks to regularly review its own processes and structures and be the partner with the rest of the college in reviewing and improving the collaborative governance structures of the College. Additionally, the Senate seeks to recruit, develop, mentor and enhance the faculty leadership of the campus so that it and individual faculty members themselves are more capable and able to assume responsible roles in the governance of the college.

Faculty/Staff Needs
Maintenance of current staffing and the appropriate allocation of reassign time to enable the Senate officers the freedom to perform their duties.

Facilities
The college needs to maintain the Senate's access to appropriate meeting space for the Senate as a whole and all the collaborative governance committees of the college.

Technology
Maintain the availability of the proper group presentation/classroom teaching technology in these meeting spaces to facilitate the effective sharing of information.

Curriculum
The Senate should partner with the leadership matrix of the college as a whole to properly orient new hires and faculty, provide part-time faculty with recurring training and developmental

activities and to develop some regular leadership mentoring and nurturing processes and procedures.

Student Learning Outcomes (SLOs)

Presently this initiative is not applicable to the Academic Senate. If the unit develops formalized leadership development classes, SLOs will become relevant.

CLASSIFIED SENATE

Mission Statement

The mission of the Classified Senate at Oxnard College is to represent the varied interests of classified staff and to continually advocate for promotion of a positive work environment for all colleagues. This participatory governance group strives to represent the needs, concerns and viewpoints of the classified staff and to exchange ideas and information with colleagues, further developing a network of positive communication among classified staff. The Classified Senate also provides an opportunity to develop individual leadership among classified staff, as well as increase the professional standards of its members.

Program Description

The Classified Senate is comprised of all regular classified employees at Oxnard College. The Senate meets on a regular schedule with the 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 which the Oxnard College Foundation matches that is awarded to a qualified recipient.

Goals

The Classified Senate goal is to build morale, teamwork, and productivity; increase mutual respect; improve understanding of institutional goals; interact with colleagues; and to provide classified employees an opportunity to assist the college district to fulfill its mission and serve students.

Projections and Plans for the Future

In making our future plans the Classified Senate would like to establish a planning retreat at the beginning of each fall semester to set the tone for the next year. The Senate Officers would use this time to set realistic goals, review and revise the Classified Senate constitution and bylaws as needed, create a tentative budget, schedule Board Meeting attendance, create a Classified Senate web page, and discuss other pertinent Classified Senate issues.

Staff

The Classified Senate would like to have release time to update and revise its constitution and bylaws. To increase its monthly meeting attendance the Classified Senate would like to request release time. To assist classified senate officers in staying organized the Classified Senate would like to request a storage cabinet for the Classified Senate supplies and resources.

ASSOCIATED STUDENT GOVERNMENT

Mission Statement

The mission of the Oxnard College Associated Student Government is to enhance the student life experience of students. Specifically, ASG provides students with the opportunity to participate and gain experience and in college governance and leadership.

Program/Service Description

The Associated Students (ASG) provides learning, leadership and service opportunities outside the classroom. They are supervised and advised by the Student Activities Advisor, which is a half-time (50%) classified position. Associated Student leaders facilitate participation in the participatory governance process on campus by their service on campus committees. Associated Students sponsor many events/activities on campus throughout the school year. These activities are closely related to the regular instructional program that addresses the educational, recreational and social needs of students. The Associated Students administers student-funded programs, ensuring that resources further the education and welfare of the students of Oxnard College.

Recent Trends and Current Status

The spring 2009 student election campaign, indicated an increase in student interest and participation in student government. It is expected that as the college continues to grow in student enrollment, the demand for student life activities will increase, including cultural events, support for student clubs, and social events.

Student Learning Outcomes

SLOs for ASG officers consist of the following: ASG officers will know how to apply Robert's Rules of Order and conduct orderly and effective meetings. ASG officers will know how to prepare and deliver a public speech.

Factors Expected to Affect the Future Program/Service

It is anticipated that construction of the new Student Services and Admissions Building, the Performing Arts facility, and the Library, will increase the capacity of ASG to promote and facilitate more student activities. It is hoped that the administration will include ASG in the strategic planning for future use of those facilities.

Faculty/Staff

A Student Activities Specialist at 50% with no clerical staff limits the ability to fully develop a comprehensive ASG program. A full-time Activities Specialist is needed.

Facilities

The ASG facility needs to become wireless. There is a critical need for an accessible, dedicated, electronic system enabling the ASG to communicate with the student body, faculty, staff and administration.

Technology

The ASG continues to require routine updating and refresher of printers, copiers and computers assigned to the ASG center.

Fiscal Resources

The ASG is provided assistance from the college Business office to help this student organization with a more student friendly fiscal process. However, the existing interpretation of how student center fees are used limits the ASG's ability to expand the program, meet the leadership development of ASG officers and the needs of the student body. The ASG and the college will need to continue to dialogue with the District Fiscal Office to resolve this issue.

Curriculum

A program of workshops to address the leadership development of ASG and other student leaders is being planned.

Methods of Instruction

N/A

Projections and Plans for the Future

The student base will continue to grow and the development of an ASG Luminous portal and an ASG website will be crucial for communicating with and properly serving students. Continued growth will further necessitate the need for a full time Student Activities Specialist with clerical assistance. A comprehensive Student Leadership program to include courses and the ability to attend Student Leadership Conferences needs to be developed. ASG will continue to attend national conferences and support student issues statewide.

ACCOUNTING

Mission Statement

The mission of the Accounting Program at Oxnard College is to provide students with the academic or technical training to transfer to a four-year college or university, to obtain an entry-level accounting position, to retain employment, or to gain new skills. Students are provided two options: an A.A transfer degree in accounting or the Certificate of Achievement that provides an understanding of the accounting function and its application as a provider of information for the decision-making process. This program offers basic training in accounting and related fields for both students seeking employment and those already employed but needing skills improvement. Successful program completion should qualify individuals for beginning positions in accounting occupations in business organizations, government agencies, and public sectors.

Oxnard College's Accounting Program provides students the opportunity to achieve their transfer or vocational education goals within a reasonable length of time if students enroll in core business courses when these courses are offered. Many courses are offered once every three or four semesters. Program goals are to provide transfer preparation for those planning to complete a four-year degree and to provide workplace preparation for those not planning to transfer. These goals and philosophy reflect the College mission and college goals.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	12	12	13	12	13
Enrollment	323	331	332	370	375
FTES	28.72	31.12	30.49	34.62	33.18
FTEF	2.00	2.20	2.40	2.20	2.20
WSCH per FTEF	430.84	424.36	381.15	472.09	452.41
Success Rate	65.1%	73.5%	66.2%	73.6%	63.0%

The data reflect consistent stable enrollment in the accounting classes.

The number of sections offered has been reduced due to budget cut-backs. The growing unemployment rate within the region has prompted displaced and under-employed workers to seek out the college for new and/or additional training. Enrollment within the program has increased and is predicted to remain high over the next several years.

External Environmental Factors

The Department of Labor has identified Accounting as 21st on the list of the most job openings between 2004-2014. In addition, the Employment Development Department (EDD) is stating that 3,500 new job openings per year are expected for Bookkeeping, Accounting, and Auditing Clerks, plus an additional 3,640 job openings due to replacement needs, resulting in a total of 7,140 job openings.

In Ventura County, an average of 16 new job openings per year are expected for Bookkeeping, Accounting, and Auditing Clerks, plus an additional 76 job openings due to replacement needs, resulting in a total of 92 job openings.

Furthermore, with a median hourly rate of $17.74 and $16.50 for experienced bookkeepers and auditors this program is deemed a medium-wage/high-tech career pathway.

Projections and Plans for the Future

The accounting program at Oxnard College has articulated courses and a program of study with the Oxnard Union High School District. At the college and university level, there both the Accounting Principles I and II (BUS R101A and R101B, respectively) are listed on the CSU Baccalaureate Transfer and UC Transfer Course agreements.

The department plans on submitting the accounting courses for approval according to the Lower-Division Transfer Pattern (LDTP) for accounting, and to see additional course and program articulations.

Faculty/Staff

Accounting currently has one FT instructor and an additional Business FT instructor who teaches part of his load in the accounting discipline.

At the current enrollment and FTES levels, no additional faculty needs are projected in the near term.

Facilities

Accounting classrooms are equipped with tables and chairs.

Technology

Smart technology and internet access are needed in accounting classrooms.

Curriculum

All course outlines will be updated and in compliance by the Fall 2010. The department is planning on submitting accounting transfer courses for approval according to the Lower-Division Transfer Pattern descriptors.

Student Learning Outcomes (SLOs)

Faculty and staff from this program are fully committed to the college's integrated planning efforts, including the SLO initiative. All SLOs for the program will be completed and posted by fall 2010. The desired proficiency level, per ACCJC/WASC standards will be achieved.

Methods of instruction

Enhancing the methods of instruction for the program is a continuous improvement priority of faculty and the college. The department is exploring the possibility of offering the accounting courses online through distance education.

ADDICTIVE DISORDERS STUDIES

Mission Statement

The Addictive Disorders Studies program prepares students to enter the field of Alcohol and Drug counseling with all the responsibilities appropriate to that role. It also offers students the opportunity to work in Prevention and Intervention activities. The certificate for Alcohol/Drug Treatment in the Criminal Justice System enables students to deal with the many thousands of released prisoners now living in local communities and in need of continuing treatment for their addictions to alcohol and drugs.

Students completing the ADS program will have the necessary education and skills requirements to apply for certification through the California Association of Alcohol/Drug Educators (CAADE).

For many students, the program enhances their own recovery while preparing them to work in the field if they so desire. The ADS program is the only program of its kind in the College District and in the County, and it is one of only 26 programs in the California Community College system.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	11	11	14	12	13
Enrollment	360	256	322	320	387
FTES	40.57	29.20	34.53	33.93	40.59
FTEF	2.33	2.13	2.47	2.27	2.53
WSCH per FTEF	521.60	410.65	420.02	449.11	480.65
Success Rate	77.8%	69.1%	76.2%	78.7%	78.4%

ADS courses consistently are high enrolled. Some of the course sections attract enrollments of 65 or more students, with some as high as 80.

External Environmental Factors

The State Department of Al/Drug Programs (DADP) states that 80% of the 162,000 state prison inmates are incarcerated for alcohol and drug related problems. According to State of California's Labor Market Information (LMI) forecast of demand occupations within the county of Ventura for the ten-year period of 2014-1010 (www.labormarketinfo.edd.ca.gov), the need for Substance Abuse and Behavioral Disorder Counselors is projected to grow by 18.9%. And the need for Mental Health and Substance Abuse Social Workers is expected to grow by 14.3%.

Projections and Plans for the Future

The ADS program is closely tied to CAADE. The program's recently retired full-time faculty and the current full-time faculty both sit on the Certification Committee for CAADE with the retired faculty serving as the chair. The CAADE Mission is to promote continuous enhancement of addiction services in the community including prevention, intervention, treatment, and recovery support services. CAADE through promotion and support of quality higher education in addiction studies provides leadership at the state and national levels for the development and implementation of certification standards for addiction

service professionals. CAADE also provides direction for the development and application of accreditation standards for higher education in addiction studies; and public policy education and advocacy with consumers and other stakeholders.   ADS will continue to be responsive to the changes in this field; as well as meeting the continuing need in the local community for trained counselors and other professionals in ADS and ADS in Criminal Justice.

Faculty/Staff
Due to the demanding nature of this program, for example evolving additional course needs, certification requirements, enrollment growth, representation on non-profit boards, the ADS program needs additional full-time faculty. The professional development needs/requirements in this field are demanding. Faculty **must** sit on boards, **must** actively participate in CAADE, and the students in the program require significant personal attention on a one-to-one basis. Currently the program has only one full-time faculty and the above responsibilities rest solely on his shoulders.

Facilities
It is anticipated that the program will continue to require both moderate and large sized classrooms to deliver instruction.

Technology
Smart technology and internet access are needed in general classrooms.

Curriculum
All course outlines are updated per the college review policy. New courses are added as required by CAADE and as recommended by the ADS Advisory Committee.

Student Learning Outcomes
Faculty and staff from this program are fully committed to the college's integrated planning efforts including the SLO initiative. All the SLOS for the program will be completed and posted by the end of Fall 2010.

Methods of Instruction
Enhancing the methods of instruction for the program is a continuous improvement priority of faculty and the college. The department is exploring the possibility of offering courses in an online, hybrid, and web-enhanced instructional modes.

ADMISSIONS AND RECORDS

Mission Statement

The mission of the Admissions and Records (A&R) Office is to support and maintain the open access mission of Oxnard College. Operationally, A&R staff are committed to providing courteous, friendly, and quality customer service to ensure that the level and quality of services provided are accurate, equitable, and accessible and in compliance with state and federal regulations. As "custodian of record" this office ensures the access, safety, security and release of documents/information in compliance with FERPA.

Program/Service Description

The Admissions and Records Office (A&R) supports the mission of the VCCCD by providing services that support the academic aspirations and educational goals of students in an academic environment designed to enhance cognitive, personal, social, and intellectual growth, as well as, their economic potential. Additionally, A&R provides bilingual services not only through staffing patterns, but also through its contributions to the design and development of the OC catalog, schedule and web page. In this manner, it supports Oxnard College's leadership in celebrating diversity, and promoting cultural understanding at all levels throughout the campus. The A&R personnel are the gateway service for students interested in applying to and enrolling in Oxnard College. A&R staff not only provides general information, but address a variety of specific needs guided by a state-mandated Attendance Accounting Manual. The records aspect of the office functions as the "custodian of records" by complying with state and federal policies and procedures, such as FERPA, California Education Code, and Title V. As such, the Registrar is responsible for ensuring that the college complies with relevant legal provisions regarding the establishment, maintenance, and distribution of student records. Furthermore, the A&R staff provides support to Oxnard College faculty by furnishing essential documents, training workshops, and providing both general and specific information and response to queries. The admissions component also supports the matriculation process. The staff provides special support services to off-campus programs (e.g., high school partnership, Fire Academy and Leisure Village), as well as, on-campus programs (e.g., PACE, Cal WORKs, EAC, EOPS, Financial Aid, Counseling, and Matriculation). It does this in a cooperative spirit aimed at promoting student success in a helpful work and learning environment. The A&R staff ensures that all specialized services are processed in a courteous, quality, timely manner to expedite VA payments, satisfy transfer requirements, transcripts, employment promotions, pay incentives, child care, housing, SEVIS certification for International students, etc. A&R desk operations include: application entry, registration, transcript processing, enrollment verifications, veteran certification, athletic eligibility, International student SEVIS certification, Associate Degree/Certificate applicant review, graduate status student notification, degree/certificate list for Board, printing of diplomas/certificates, commencement ceremony, subpoena processing, IGETC/GE Certification, PIN resets, CCCApply follow-up, schedule/catalog changes, phones, counter, filing, problem solving, recordkeeping, banner testing and liaison with district IT. A&R staff must stay current with specialized knowledge of state and federal laws, banner upgrades, technology, etc. A&R Staff: 1 Registrar, 1 Assistant Registrar, 2 A&R Technicians (VA and Athletics), 1 part-time Student Services II, and 2 seasonal A&R Technicians.

Recent Trends and Current Status
During the past year, Oxnard College has seen an increase in enrollment (1,000 additional students compared to spring of 2008), transcript requests, housing certifications, phone/walk-in inquiries, and IGETC/GE certifications. A 47.5% part-time employee was hired in January 2009 to accommodate some of the increased demand in A&R services. With the assistance of student ambassadors, access to online service for college application and registration (adds/drops) has risen to 81.6%, an increase of 29% from a year ago.

Student Learning Outcomes (SLOs)
All student services units have developed Student Learning Outcomes at the operational and/or program level. The status of those SLO's in terms of developing a process for assessment and continuous improvement SLOs and corresponding services to students is an ongoing process. It is expected that this unit will meet the ACJCC SLO timelines for full SLO compliance.

Factors Expected to Affect the Future Program/Service
Staff – Due to past and continuing student enrollment growth, staffing levels need to be increased to support and facilitate student access, improve processing timelines, and enhance overall availability and services which support the college mission. Facilities –In July 2009 we will move to the new Student Services building. Close proximity of all student services departments will result in convenience for both students and staff, and reduce campus direction requests to A&R staff. Technology – Document imaging is high priority for the district and may be implemented in the near future. Luminus for students, including g-mail will be implemented in May 2009 to enhance communication between student and college. Scheduled computer upgrades are planned for A&R. Provide continual testing for all banner software upgrades. CCCTran just implemented for online transfer of transcript (few college participants at present). Fiscal Resources – To maintain the exceptional levels of service with increasing enrollment growth, additional staffing will be a necessity. Resources will be needed for the imaging project.

Projections and Plans for the Future
Continuous growth due to increase in high school graduates, returning war veterans, unemployment, and cap on enrollment at universities - increase staffing to maintain current level of quality services, staff training for system upgrades, document imaging system – eliminate need for additional storage space, time saving convenience of shared-drive record retrieval Increased percentage of students using online web services (degree audit updates) faculty enter final grades per contract deadline to expedite student transfers.

AIR CONDITIONING AND REFRIGERATION

Mission Statement

The mission of the Air Conditioning and Refrigeration program at Oxnard College is to provide career and technical training in this field through a combination of theory and hands-on lab practice. Graduates of the program should be able to apply their knowledge and transform their ideas into working HVAC/R systems and obtain or retain employment in the industry. Students are provided with the option of earning a Certificate of Achievement and/or an Associate in Science Degree in Air Conditioning and Refrigeration.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	8	8	8	8	9
Enrollment	202	193	163	232	219
FTES	24.07	22.73	19.23	27.20	25.97
FTEF	1.60	1.60	1.60	1.60	1.80
WSCH per FTEF	451.36	426.36	360.72	510.13	432.90
Success Rate	82.7%	69.6%	69.7%	70.8%	76.5%

Enrollment has remained fairly constant over the past 5-years except for the fall of 2006 when enrollment dipped noticeably. Enrollment patterns for this program are fairly typical of a career and technology program that caps class size at 25 students due to facility size, equipment demands, and proper student to teacher ratios. It is expected that enrollments will trend up for this program as the economic recession has caused many displaced workers to enroll in vocational programs such as the HVAC/R program at Oxnard College. It is expected that existing courses will run at near-full capacity and enrollment could be increased if funding is made available to add new sections.

External Environmental Factors

According to California Labor Market Information (www.labormarketinfo.edd.ca.gov), job prospects are excellent in air conditioning/refrigeration and heating. It is expected that there will be 250 new openings in the HVAC/R field annually with 350 additional job openings due to replacement needs resulting in 600 total job openings per year. In addition, retirements in this trade are expected to trend upward over the next several years, which will create additional job openings. The median wage in 2008 for HVAC/R technicians in California was $46,564 annually or $22.38 hourly.

Projections and Plans for the Future

Looking to the future, the lead faculty member in the program has attended workshops in green renewable energy and is looking into the feasibility of either adding this technology into existing courses or creating new courses as this segment of HVAC/R is expected to see increased interest and growth. Additionally, the program has secured desktop computers to provide computer aided instruction (CAI) and take advantage of learning resources that are provided from publishers and HVAC/R vendors. Also, smart classroom technology is slated to be implemented in 2010 to enhance methods of instruction and student learning.

Faculty/Staff
In order to maintain its current delivery of instruction, the program will continue to require a full-time faculty member and adjunct faculty members to teach the courses that are beyond the full-time load or expertise of the existing full-time faculty member. It would also be beneficial to receive an hourly student assistant to provide assistance with maintaining the equipment lab and instructional equipment.

Facilities
Currently two classrooms are optimized for use by the Air Conditioning and Refrigeration program and that is adequate for the program at the present time. Enrollments have traditionally been strongest in the afternoon and evening and that is when the majority of courses are offered. In order to maintain the HVAC/R lab up to the standards of industry and provide students with the hands-on training that is in-demand by industry, the lead-faculty member has been successful in garnering equipment donations from area industry to supplement the equipment and supplies budget that is provided by the College. The program is requesting increased funding from the General Fund of the College for ongoing expenses and increased funding from the Carl Perkins Grant to modernize and to innovate the program further.

Technology
As a Career and Technical program that is preparing students for lucrative positions as HVAC/R technicians, it is critical that the Air Conditioning and Refrigeration program continually update equipment and software as new technology comes into play such as green renewable energy and more efficient HVAC/R systems. See "methods of instruction" section below.

Curriculum
Curriculum is continually updated by the lead full-time faculty member with the input of adjunct faculty members and the Industry Advisory Council per the review cycle of the curriculum committee on campus. In addition, delivery of the curriculum to the students is continually being enhanced by the department by implementing new methods of delivery such as computer aided instruction (CAI) and power points using an overhead unit.

Student Learning Outcomes (SLOs)
Faculty and staff from this program are fully committed to the college's integrated planning efforts, including the SLO initiative. All SLOs for the program will be completed and posted by fall 2010. The desired proficiency level, per ACCJC/WASC standards will be achieved.

Methods of Instruction
Instructors in the program are continually updating and improving methods of instruction. Recent improvements include desktop PCs to deliver computer aided instruction (CAI) which has provided students with popular new active learning opportunities. Additionally, the program now has the option of using an overhead unit to deliver power points to mix up the delivery of curriculum content to students. Due to the hands-on nature of the curriculum, instructors frequently use instructional props and charts hanging on the walls to illustrate ideas and concepts. The program looks forward to having smart classroom technology installed to enhance the delivery of new content that is increasingly being made available by publishers and HVAC/R vendors.

ANTHROPOLOGY

Mission Statement

The Anthropology program at Oxnard College is dedicated to the academic success of its students, including their intellectual growth, preparation for further study and personal success. In all of Oxnard College's courses, theoretical and practical aspects of the subject matter are emphasized in an effort to establish the analytical, critical and everyday skills needed to become productive students and citizens. Students are encouraged to become politically aware of the situation of humanity (Homo sapiens) on the earth, to think both globally and locally, to use both micro- and macro-perspectives on human life, and to communicate across and within cultures. This supports the college's mission statement and student success.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	12	12	11	10	11
Enrollment	472	345	310	352	344
FTES	47.04	34.50	31.00	35.20	34.40
FTEF	2.00	2.20	1.80	2.00	2.20
WSCH per FTEF	705.57	470.45	516.67	528.00	469.09
Success Rate	64.7%	72.1%	68.2%	67.6%	54.1%

Factors Expected to Affect the Future of the Program

Based on current budget and economic crises, the program anticipates that while student enrollments will increase, the program will be able to accommodate these students only by teaching increasingly large sections, given the number of sections offered at the College have been decreasing due to budget cuts. The department has, on average, about 9-11 courses per semester, a fluctuation of even one section per semester has affects on individual class size and therefore, pedagogy. The department expects that more students will be attending or returning to College given the current job market and that the college will not be able to respond to the increasing demand for courses. This semester saw a moderate increase in class size, this trend is predicted into the near future. At the current time, Anthropology is unable to offer archaeology or linguistics due to requested cuts in the number of sections allowed to the program.

Projections and Plans for the Future

Currently, Anthropology is working with faculty in other programs to create new courses and new programs such as a Global Studies Program and an Environmental Studies Program. Upon establishing such programs the department expects a higher enrollment in the courses that satisfy these new programs. In addition, Anthropology is attempting to find a way to offer all the basic courses in the major at a time when smaller courses and non-core courses are frequently cancelled.

Faculty/Staff
Anthropology does not expect to hire additional faculty within the next few years.

Facilities
Classroom sizes range from 35-88. The department needs more classrooms that can accommodate larger sections (80 students or more).

Technology
The College needs greater consistency in its smart classrooms and to hire additional personnel to address faculty's technology needs. The College lacks proper training and support for both students and faculty. Students need a help desk or facility to aid them in learning to use computers to complete basic assignments. Faculty input in regards to major technological decisions and changes in such areas as online course delivery or changes to telecourse materials is also necessary. There is limited communication between faculty that teach online courses/distance learning courses and those that make decisions at the district level. There needs to be improved faculty input and communication in regards to technology both within the College and across the district.

Curriculum
Anthropology plans on creating no new courses in anthropology, and to complete curriculum updating per five year cycle only.

Student Learning Outcomes (SLOs)
N/A

Methods of Instruction
The program has sought to develop learning communities with English and is working within the Social Science department to develop new programs such as a Global Studies Program and an Environmental Studies Program.

Tutoring: Student enrolled in Social Science courses require effective tutoring in the appropriate skills needed for success in a Social Science course. Effective tutoring includes: 1) assessment of particular skills needed for success; 2) academic counseling about methods and resources available for developing those skill; 3) access to and assistance in using appropriate resources including competent tutors; 4) assessment of tutoring plans in consultation with the instructor during all stages of the effort to assist students in achieving academic success

ART

Mission Statement

The mission of this program is to meet the fine arts instructional needs of students and the art industry. The program offers instruction in the areas of Two-Dimensional Art and Three-Dimensional Art. Studies in the Fine Arts Include drawing, life drawing, painting, color and design, printmaking, ceramic design, glaze formulation, sculpture, abstract concepts in clay, and ceramics. The Fine Arts program serves students planning to transfer or to work towards an associate of art degree.

Enrollment Patterns

	Fall 2004	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**
Sections	15	17	17	19	18
Enrollment	525	569	507	615	739
FTES	65.77	72.56	64.75	78.49	92.17
FTEF	3.50	3.50	3.30	3.80	4.10
WSCH per FTEF	563.77	621.94	588.63	619.67	692.23
Success Rate	79.0%	83.9%	72.6%	71.2%	72.2%

An increase in the Fine Arts enrollment has occurred due to the hire of one full time faculty in 2003, and in the recent years, the hire of four excellent part-time faculty.

External Environmental Factors

California labor market trends report the following information for jobs in California from present to the next five years. The projections demonstrate an ongoing increase in arts related occupations of roughly 11 % increase: Artist in general projections of 1300 to 1600 jobs; Graphic Artists 3700 to 4700 jobs; Commercial and Industrial designers 5900 to 6600 jobs.

Projections and Plans for the Future

Long range goals for the Fine Arts have been established as follows. The art department plans to build the 2-dimensional arts, art history,3-D/sculpture beyond ceramics, digital arts and mural/public art programs with the goal of developing curriculum, supporting enrollment and creating high profile art making that is particular to the campus. 2-D Art: We plan to revive courses in printmaking and watercolor as well as offering new courses in illustration, technical drawing, and typography. Additionally we have plans to expand to graphic and technical arts in the 2-D area which will include the addition of technology based program teaching. We also plan to develop and offer new courses such as Chicano Art, African Art, and Asian Art. Ceramics/3-D: Currently the 3D arts consist primarily of ceramic arts. When funding becomes available for the necessary 3-D equipment, the department plans to develop a Sculpture and Casting program including course offerings in wood, metal welding and metal casting. This form of art could easily be used in conjunction with a Theatre Arts program for set design and stage building in the future. The 3-D sculpture program can also be created in collaboration with the use of the Auto Body labs and tools. The metal working tools used in auto body work are synonymous with metal fabricated sculpture. Digital Arts: The department has started to develop the digital arts program, by first offering a digital photography course (Spring 2010) which links to multi-media design. The art department plans to develop a digital arts curriculum and program, including a Graphic Arts/Design Major. A collaboration between the CSI Program and the Art Department is taking place with the

goal of developing a digital arts curriculum that is cross listed with the Career and Technical Education and utilizes digital art skills, both needed by entry level graphic designers (a high wage low education potential area) and art majors. The department plans to develop digital courses that would transfer to California State University Channel Islands (CSUCI.); graphic design, web design, and foundation animation skills using the most common market driven software. That software is Photoshop, Dreamweaver, Adobe Illustrator and In Design, Flash and Maya. The development of mural and other painting and drawing courses that focus specifically on cultural aspects of our community could be slated for further investigation in a future collaborative proposal for an Ethnic/Chicano studies program with the Social Sciences department.

The next three years the fine arts department will work toward the long range planning goals. Specifically the department will toward investigate collaboration with Career and Technical Education regarding digital and graphic arts curriculum. This goal is beginning with a digital photography course scheduled for Spring 2010. It is planned to develop cross-listed curriculum with Career and Technical Education in the areas of digital arts specifically Photoshop, Dreamweaver, Adobe Illustrator during the next three years. Additionally, the public arts component is a major goal within the department. Continued development of the Mural and Public Art focused curriculum will be developed to enhance the department in establishing a high profile art program recognized in the community. This has already begun and further action is being taken to incorporate more mural arts into the painting courses, and public sculpture into the sculpture courses at the campus. Public sculpture is being launched as a topic of a 3D course beginning Spring 2010. Collaborations with the public are already underway. The goal is to expand this area over the next three years. Additionally, the department will continue to develop students in their capacity as artists and their strengths in gaining access and scholarships to four year universities. The art department already has an excellent track record of its students being in art shows and winning awards for their arts throughout the community and in Los Angeles. Continued focus in this area is planned for by assisting students in the development of their portfolios in the newly established portfolio course. Lastly, the art department will continue its gallery offerings to the students, campus, and community at large by offering a variety of contemporary arts on a rotating schedule in the McNish Gallery and throughout the campus.

Faculty/Staff
If funding is received for the art department to expand course offerings, obtain necessary equipment, and additional dedicated rooms, there will be a need for a full time Ceramics/Sculpture instructor, Art History Instructor, and Digital Arts instructor.

Facilities
For 2-D arts: A design room is needed with art design tables for basic drafting, illustration, and graphic work. The 3-d/ceramics will also need additional rooms and studios that would support the expansion of courses in industrial design, jewelry making, and furniture accessory to design. Additionally, a room dedicated for 3-D sculpture with tools and space to be used in conjunction with set design and theatre arts in the future. This would include additional dedicated space for Three-Dimensional Studies such as sculpture, woodworking, welding, investments molds for casting, and foundry facilities. One room with cement floor and tools such as oxy acetylene welder, band saw, drill press, table saw, miter saw, and hand tools such as saws hammers, screw drivers, hands drills, sanders and accessories to support this plus hand carving tools.

For the Digital Arts: additional dedicated space and funding for a digital lab which could be shared with North Hall 6, but still needs digital cameras (minimum of 10), lights (may be able to use the ones in OCTV), Adobe Photoshop, Illustrator, In Design, Flash, Dream Weaver software and seat licenses for enough to fill NH -6 computers. Plus a scanner is needed and a photo quality printer with multiple ink cartridges and photo supplies for teaching with.

For Photography: additional funding and space is needed to revive traditional Photography Program; this includes darkrooms, laboratories, and necessary equipment.

Technology
N/A

Curriculum
N/A

Student Learning Outcomes (SLOs)
The lead instructor has developed student learning outcomes for the four core courses in the program. These will be instituted as part of the curriculum revision cycle.

Methods of Instruction
Enhancing the methods of instruction for the program is a continuous improvement priority of arts faculty. We are continuously enhancing our collection of slides, DVDs, and books for updated and educational images to inspire and teach students. Updating the main classrooms to be smart classrooms will greatly enhance our educational delivery. Faculty in this department regularly meets to discuss teaching tips for improving student information delivery.

Mission Statement

The mission of this department is to support the commitment of Oxnard College to provide its service area with a comprehensive educational complement of programs and services. Athletics is foundational to the essence of every institution within the California Community College system. In specific, this athletic program strives to provide students with a broad-based, diverse and gender-equitable program that adheres to the best practices and rules and regulations of prevailing governance bodies, California Community College Athletics Association and Western State Conference. The goals of the department include the following:

- Ensuring that all student-athletes are provided maximum opportunity and support for achieving their academic goals.
- Providing the best possible environment for each student-athlete to compete to the fullest extent of his or her capability.
- Establishing and maintaining support systems that enable student-athletes to become well-rounded, mature, and responsible citizens.
- Encouraging student-athletes to assume leadership roles both on campus and in the community.

Enrollment Patterns in Related PE Courses

	Fall 2004	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**
Sections	9	9	9	9	11
Enrollment	211	226	248	245	279
FTES	44.53	46.40	51.20	49.70	55.46
FTEF	3.93	3.93	4.87	4.24	5.96
WSCH per FTEF	339.75	353.99	315.69	351.74	278.97
Success Rate	86.9%	88.7%	91.8%	92.1%	89.6%

Current Sport Offerings: Fall - Men's Soccer, Women's Soccer, Men's Cross Country, Women's Cross Country and Women's Volleyball. Winter – Men's Basketball, Women's Basketball. Spring – Baseball, Softball. In Season: PE R166 (Cross Country- Men), PE R 167 (Cross Country-Women), PE R168 (Volleyball-Women), PE R169 (Soccer-Men), PE R170 (Basketball-Men), PE R 171 (Basketball-Women), PE R172 (Baseball), PE R173 (Soccer-Women), and PE R177 (Softball). Out of Season: PE R165 (Conditioning for Athletes), PE R185A (Basketball Theory), PE R185C (Baseball Theory).

External Environmental Factors

External environmental forecast for the field of sports indicates a strong demand for careers within the sports industry, "Sports has become one of the most important and universal institutions in our society. It is estimated that the sports industry generates $213 to $350 billion per year in revenues" (Source: Sports marketing: a strategic perspective, Mathew D. shank 2004).

Projections and Plans for the Future

It is essential for the department to maintain full athletic compliance, with regard to all governing bodies. The department will, in particular, work to achieve title IX compliance. Furthermore, it is the intent of the department to continue research and develop plans to expand the Athletic Program in a manner that is proportionate to development of the college across the curriculum and in terms of new and emerging community demand for sports and athletic programs.

Faculty/Staff

The greatest staffing deficiencies within the department include the following:

- A counselor who is trained and fully dedicated to providing student athletes with intercollegiate guidance and transfer support.
- Full-time coaching faculty is presently non-existent within the department which continues to hinder the retention of both coaches and students.
- The Administrative Assistant (Admin I) position is vital to the department and must be maintained.
- A Coordinator for our Athletic Tutorial Center.

Facilities

Presently, the campus has adequate athletic facilities. This plan will be updated in accordance with the addition of new programs. However, the locker rooms, both women's and men's have substandard bathroom and shower areas. The Athletic Department, including PE/HED, and outside agencies (Civic Center and Foundation) utilize these facilities. Budget is wasted due to extra time spent by maintenance to make the area "serviceable". Many of the showers, sinks and drains are broken as water consistently leaks. The softball facility needs to be addressed. According to a Title IX Review, the softball field is lesser quality than the baseball field, as it has fewer features (no scoreboard, press box or batting cages, and bullpen moved off the field). Lights for the stadium field would allow expansion of PE and Athletic offerings.

Technology

Currently, there is an Athletic Academic Progress Report system in place. Coaches distribute grade cards after the sixth week of class, collect the cards, and turn in to the athletic department. Any students with poor grades (D's or F's) are referred to general tutoring. This process would be more successful if done electronically

Curriculum

Our department is in the process of writing new course outlines, and renaming all of the athletic classes.

Student Learning Outcomes (SLOs)

Our department's curriculum is now being updated to address correct classification and compliance with the Carnegie Unit formula. SLOs for each athletic course offered will also be included in this update.

Methods of Instruction

N/A

AUTOMOTIVE BODY AND FENDER REPAIR

Mission Statement

The mission of the Auto Body and Fender Repair program at Oxnard College is to provide a broad structured curriculum and hands-on lab experiences to prepare students to become skilled auto body repair technicians and to provide existing repair technicians the opportunity to continually update their skill sets in this field. Additionally, there is an opportunity for students to gain formal training in the field of automotive graphics. It is expected that graduates of the program will have the knowledge and skills to gain an entry-level auto body repair position in the area or another region. Students are provided with the option of earning a Certificate of Achievement and/or an Associate in Science Degree in Automotive Body and Fender Repair. This program demonstrates the commitment of Oxnard College to be a comprehensive community college by offering and supporting Career and Technical programs and recognizes the need to provide area industry with skilled technicians. This program is the only Automotive Body and Fender Repair program in the Ventura County Community College District.

Enrollment Patterns

	Fall 2004	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**
Sections	3	3	3	4	4
Enrollment	82	76	71	111	104
FTES	17.87	16.53	15.87	22.13	20.80
FTEF	1.00	1.00	1.00	1.20	1.20
WSCH per FTEF	536.16	496.15	476.14	553.52	520.17
Success Rate	88.6%	90.0%	87.0%	89.9%	88.6%

The Automotive Body Repair program grew enrollment by 21% over a 5-year period and is one of the most productive CTE programs on campus because it consistently meets the % of 525 goal despite capping enrollment at 25-30 students due to limitations in classroom seating capacity and lab constraints. All Auto Body courses typically have a waiting-list every semester and the program expanded in fall of 2007 by offering a new Automotive Graphics course and a summer school course.

External Environmental Factors

According to California Labor Market Information (www.labormarketinfo.edd.ca.gov), demand will continue to grow for auto body repair technicians because each year there are more vehicles on the road due to population growth and there is a trend towards lighter vehicles which incur more damage during collisions and are more difficult to repair which will create a greater demand for skilled repairers. Also, with the economic downturn it is expected that people will keep their vehicles longer which creates a greater likelihood that an auto body repair will be needed.

California LMI information states that entry-level auto body repair technicians can expect to make approximately $12 an hour and an experienced repairer typically makes $25 an hour. If the technician is part of a Union they can expect to make slightly more. Auto body repairers are

employed by independent repair shops, automobile dealers, trucking companies, bus lines, and shops that specialize in customizing automobiles and graphics.

Projections and Plans for the Future
The program is pleased with the strength in enrollment and the standing of the program in the area with auto body repair and graphics shops that frequently employ students in the program. Faculty are planning on developing a certificate option in the area of automotive graphic design (currently, the program has two courses in this field.) It is expected that the program will grow further if a decision were made by the college to hire additional adjunct faculty members and offer additional courses in the afternoon and evening. At present time the program is meeting its mission of a CTE program which is to provide students with the knowledge and hands-on skills required to obtain gainful employment.

Faculty/Staff
In order to maintain its current delivery of instruction, the program will continue to require a full-time faculty member to organize and lead the program and adjunct faculty members to teach the courses that are beyond the full-time load or expertise of the existing full-time faculty member. Because the program uses many different types of hand and power tools and chemical solutions, it has been requested in the program effectiveness and planning report to acquire a full-time instructional assistant and an hourly student assistant.

Facilities
The facility housing the Automotive Body and Fender Repair program received a new ventilation system and a new painting station to meet industry standards. The program faculty is requesting that classrooms and restroom facilities be upgraded as part of normal wear and tear replacements.

Technology
The program has been able to innovate and modernize with the help of Carl Perkins Grant funds and limited funds from the general fund of the college. The Auto Body program would like to request additional support from the general fund of the college to support the program's significant use of exhaustible supplies.

Curriculum
The courses in the program are designed to meet industry standards within the labor market. As the green technology movement accelerates, it is expected that the program will continue to explore and expand its development and delivery of green friendly curriculum.

Student Learning Outcomes (SLOs)
Faculty and staff from this program are fully committed to the college's integrated planning efforts, including the SLO initiative. All SLOs for the program will be completed and posted by fall 2010. The desired proficiency level, per ACCJC/WASC standards will be achieved.

Methods of Instruction
Instructors in the program are continually updating and improving methods of instruction. Recent improvements include the implementation of smart classroom technology which has provided another instructional delivery method for power points, web content, and DVDs.

AUTOMOTIVE TECHNOLOGY

Mission Statement

The mission of the Automotive Technology (AT) program at Oxnard College is to provide students with the academic and technical training required to obtain or retain employment within the automotive service industry. Students are provided with the option of earning a Certificate of Achievement and/or an Associative in Science Degree in Automotive Technology. Incumbent technicians within the industry are provided with an opportunity to continually upgrade their skills to remain competitive in their field. This program exemplifies the institution's commitment to meet the high demand for AT Technicians within the local, regional, and national labor market.

Enrollment Pattern

	Fall 2004	Fall2005	Fall 2006	Fall 2007	Fall 2008
Sections	11	11	13	13	13
Enrollment	255	259	213	286	326
FTES	28.85	31.37	25.02	35.33	39.50
FTEF	2.20	2.33	2.67	2.47	2.67
WSCH per FTEF	393.52	403.40	281.52	429.85	444.50
Success Rate	69.0%	67.8%	72.7%	69.1%	71.3%

The data reflect the erratic trends in student enrollment patterns within the California Community College system over the course of the past five years. In addition to the turbulent economic conditions of the recent period, inconsistency in the provision of full-time faculty support to the program has been a major factor contributing to some of the low points in enrollment.

Effective fall 2008, the college stabilized its full-time support to the program, thereby increasing the capacity of the college to attract and retain AT students. In addition, the growing unemployment rate within the region has prompted displaced and under-employed workers to seek out the college for new and/or additional training. In effect, enrollment within the program has increased and is predicted to remain high over the next several years.

Oxnard College's Automotive Technology program is NATEF (National Automotive Technicians Education Foundation) Certified.

External Environmental Factors

The Department of Labor has identified Automotive as one of twelve high growth industries of the decade. In addition, the Employment Development Department (EDD) has listed the auto service industry as one of the areas to experience long-term shortages of qualified technicians due to the required hi-tech skills of the position. According to the EDD/ LMI data base, there are presently 39,970 AT's employed in the southern California area, of which nearly 2,000 work within the Ventura county area. Given that the demand for this occupation is proportionate to population trends and the respective transportation industry, it is expected that the demand occupation status for AT's will continue to remain strong, (www.labormarketinfo.edd).

Furthermore, with an average hourly rate of $21.62 for entry level ATs and $26.48 for experienced ATs, this program is deemed a high-wage/high-tech career pathway.

Projections and Plans for the Future
The AT program at this college is NATEF (National Automotive Technicians Education Foundation) certified. In addition to maintaining the highest standards of training in the field, this prestigious status positions the college to pursue industry partnerships with auto manufacturers, a plan that faculty plan on pursuing aggressively within the next year. Partnerships with manufacturers allow AT training programs to maintain a high level of direct collaboration with a given manufacturer.

Faculty/Staff
In order to maintain its current delivery of instruction as a NATEF certified trainer, the program will continue to require (1) two lead master technician instructors with ASE Certification, (2) an Instructional Lab Technician I/Automotive, (3) an Instructional Assistant , (4) and two hourly student lab assistants. Both technicians are fluent in Spanish, both are ASE certified, and both help the instructors fully communicate technology concepts and terms with a limited English speaking students that enroll in the program.

Facilities
Shop facilities were recently painted; new shop doors and a new ventilation system were installed. The facility classrooms are in critical need of upgrading and specifically need new sub ceiling sections installed. The two student restrooms are substandard in need of refurbishing. Classrooms are also in need of new student tables and chairs.

Technology
In order for the program to maintain its high quality of instruction and remain competitive as a training facility, it will need to acquire additional instructional equipment that includes (1) hybrid electric/gas vehicles for hands-on training, (2) a Controller Area Network computer system, (3) Cut-away engines, and (5) simulator boards.

Curriculum
Lead AT faculty have continually upgraded and added courses for the program. New courses considered for addition in the near future include:

1. Hybrid Technology
2. Diesel Technology (for light vehicles).
3. Alternative Fuel Technology

Student Learning Outcomes (SLOs)
Faculty and staff from this program are fully committed to the college's integrated planning efforts, including the SLO initiative. All SLOs for the program be completed and posted by fall 2009. The desired proficiency level, per ACCJC/WASC standards will be achieved.

Methods of instruction
Enhancing the methods of instruction for the program is a continuous improvement priority of faculty and the college. It is expected that the AT teaching industry will continue to accelerate its use of new and emerging technology, including Smart Classroom support and artificial simulation instruments commonly referred to as gaming technology (as adapted to automotive technology instruction).

BUSINESS

Mission Statement

The mission of the Business and Computer Information Systems Department is to be the educational resource of choice for a diverse community seeking knowledge, work skills, and lifelong learning by offering quality and comprehensive transfer and vocational programs.

Oxnard College's Business program provides students the opportunity to achieve their transfer or vocational education goals within a reasonable length of time if students enroll in core Business courses when these courses are offered. Many courses are offered once every three or four semesters. Business programs include an Associate in Arts degree program: Business; two Associate in Science Degree programs Business Management and Marketing and three Certificate of Achievement programs: Business Management, and Marketing. The Business programs continue to strive for improvement not only in what is taught but also in how it is taught. Program goals are to provide transfer preparation for those planning to complete a four-year degree and to provide workplace preparation for those not planning to transfer. These goals and philosophy reflect the College mission and college goals.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	19	31	13	19	15
Enrollment	352	393	309	392	334
FTES	32.89	29.50	29.40	35.69	32.40
FTEF	3.07	3.13	2.20	3.40	2.73
WSCH per FTEF	321.73	282.50	400.93	314.90	356.62
Success Rate	63.5%	74.0%	69.9%	73.4%	61.9%

The number of sections offered has been reduced due to budget cut-backs. The growing unemployment rate within the region has prompted displaced and under-employed workers to seek out the college for new and/or additional training. However, the reduction in sections offered has limited the program's capacity to grow. In addition, the loss of a fulltime faculty due to transition to a management position was not replaced. Enrollment within the program is expected to increase but will be limited due to reduced faculty and sections offered.

External Environmental Factors

A review of current labor market data revealed a strong demand for business related occupations. (www.labormarketinfo.edd.ca.gov). In quantitative terms, business is tied to the core of the local, regional, and national economic development infrastructure and is expected to continue as such for decades to come.

Projections and Plans for the Future

Given the continuing demand of business related occupations and the elective credit value of the discipline, it is expected that access to adequate instructional facilities will continue to be a requirement. In terms of increased access to larger classrooms, it is expected that the renovation efforts of the Bond Measure "S" initiative will serve to address that need of Business and other programs.

Faculty/Staff
Existent full-time and adjunct faculty are required in order to maintain instructional delivery. During the 2007-2008 academic year, the program lost one FT instructor who transitioned to management. At the time of this writing, an additional faculty will be serving as Academic Senate President and will be reassigned from the classroom 100%.   It is expected that these positions, as well as other such positions lost to retirement, etc., will need to be replaced; however, at this writing there are no plans for replacements of positions.

Facilities
It is anticipated that the program will continue to require both moderate and large sized classrooms to deliver instruction.

Technology
Smart technology and internet access are needed in general classrooms.

Curriculum
All course outlines are updated per the college review policy. The department is planning on submitting eligible transfer courses for approval according to the Lower-Division Transfer Pattern descriptors. The department also plans on increasing the number of courses delivered online.

Student Learning Outcomes (SLOs)
Faculty and staff from this program are fully committed to the college's integrated planning efforts, including the SLO initiative.   All SLOs for the program will be completed and posted by fall 2010. The desired proficiency level, per ACCJC/WASC standards will be achieved.

Methods of instruction
Enhancing the methods of instruction for the program is a continuous improvement priority of faculty and the college. The department is increasing the number of courses offered in an online, hybrid, and web-enhanced instructional modes.   The department has three programs where students may complete more than 50% of the course requirements through distance education modalities.

CalWORKS PROGRAM

Mission Statement

The mission of the CalWORKS program is to provide recipients of public assistance with customized student services and educational planning and advocacy that will encourage and enable them to become economically independent of the welfare system.

Program/Service Description

The CalWORKS program coordinates services with the local county welfare department to ensure ongoing student eligibility and student success through the development and fulfillment of a student's welfare to work plan. CalWORKS funds are for the purpose of assisting welfare recipients to achieve long-term self-sufficiency through coordinated services with the county and college student services including: counseling, internships, childcare, and worksite placement, coordination of job preparation activities, counseling, career assessment, equipment and student tracking.

Recent Trends and Current Status

Number of Students Served Annually:

2007-08	307 students
2006-07	338 students
2005-06	726 students
2004-05	713 students

Note: CalWORKS figures prior to 2006-07 were based on the MIS SB27 code. If a student was marked as CalWORKS by any college, the student was counted as CalWORKS for all colleges attended. Therefore, 2005-06 and 2004-05 figures are erroneous and greatly inflated.

Factors Expected to Affect the Future Program/Service

It is expected that the economic crisis impacting the state's ability to fund special programs will continue through the next several years. Therefore, the future of the program is undetermined. This affects longitudinal planning for this program.

Fiscal Resources: As a categorical program, CalWORKS is a program subject to legislative changes that impact funding. The program's funding allocation formula is based on a base funding level and amount of eligible students served per year. Funding is dispersed in an incremental, year-to-year fashion by the state and it's future is never guaranteed.

Projections and Plans for the Future

In addition to the staffing and funding issues already mentioned above another area that needs to be addressed more effectively is the full implementation of the on and off campus internship program (paid or unpaid). Off-campus work sites give CalWORKS students a better possibility of full time employment as they developed networking skills, good work ethics and they have the opportunity for a more full work experience.

Faculty/Staff

In order for the program to continue meeting the minimum standards and level of required services, the program must maintain a full-time counselor/coordinator. Support staff includes a PT counselor, a bilingual clerical assistant, and a placement specialist. The CalWORKS program plan will continue to seek funding for a full time bilingual counselor, placement project specialist currently at 50% needs to be increased to 100%, and part time administrative assistant/account tech.

Facilities

The CalWORKS office is currently integrated into the County's CalWORKS operation in the Community Services Center (CSSC bldg). This co-location arrangement is a one-of-a-kind in the nation. In order for the college CalWORKS center to continue excelling in its operation, it must remain integrated with the County CalWORKS operation.

Technology

The program will need to continue refreshing/updating its computer technology if it is to meet the student services and office support needs of the operations.

Curriculum

The program will continue to need collaboration and support from the instructional side of the house. Short-term, career and technical training curriculum continues to be in short supply at the college and needs expansion.

Student Learning Outcomes (SLOs)

All student services units have developed Student Learning Outcomes at the operational and/or program level. The status of those SLO's in terms of developing a process for assessment and continuous improvement SLOs and corresponding services to students is an ongoing process. It is expected that this unit will meet the ACJCC SLO timelines for full SLO compliance.

Methods of Instruction

Defer to instructional programs.

CAREER CENTER

Mission Statement
To educate and assist students and alumni in the exploration, planning and development of job and career plans; in partnership with local employers, government agencies and community based organizations, the Career Center strives to provide students with jobs, internships and job shadowing opportunities to further their knowledge of the labor market and possible career opportunities.

Program/Service Description
The Career Center serves a vital role in promoting high quality teaching and learning that meet the needs of a diverse student population. This is achieved by enhancing the students overall college experience, specifically in the development and implementation of education and career plans utilizing state of the art facilities in a student centered environment. The Career Center provides services to assist students in achieving their vocational goals including interest and personality assessments, workshops on interviewing techniques, resume and cover letter completion, videotaped mock interviews through personal growth classes, job and career fairs, as well as a computer lab equipped with internet access to local and national job banks. The Center is also fully integrated with the County of Ventura's Job and Career Center. Resources from the County and the state's Employment Development Department are shared with our center, including the state-wide Caljobs data bank for job openings across the state. This is a one-of-a-kind center in the nation.

Recent Trends and Current Status
The current downturn in the economy has dramatically increased the number of students looking for job and new career opportunities. Locally, few new job opportunities exist and it has been extremely difficult to meet the employment needs of students. In effect, use of the center has increased significantly in recent months and it is expected that the increase will continue through the next several years.

Factors Expected to Affect the Future Program/Service
It is expected that the center will continue to be in great demand by students and community members seeking gainful employment and/or career education information.

Fiscal Resources: No operating budget exists for the Career Center. Ventura County Human Services provides and supports the supply, repair, and printing needs of the jointly shared space. This void needs to be addressed by administration.

Projections and Plans for the Future
The Career Center needs to continue to update its services and plans to establish a hotlink of the Oxnard College website, install student tracking systems to be able to track the number of students who use and participate in the Center's activities, and obtain the needed resources to expand the career exploration and preparation activities offered through the Center. Additionally, a budget for the Career Center is desperately needed to eliminate the dependency on the Ventura County Human Services for an operating budget and to be able to purchase needed equipment such as a colored printer to be able to help students prepare more professional job and career applications.

Faculty/Staff
The center will continue to be required a minimum of one full-time Career Services Technician. The increase in demand for job placement assistance requires additional staff to assist with job search and personalized placement assistance.

Facilities
In partnership with Ventura County Human Services Agency, facilities are jointly occupied and shared; it is expected, both by County and the program that this partnership will continue.

Technology
The trend in online employment searches and resume submission/screening is replacing the traditional in-person interview. The Career Center has a well equipped computer lab that allows students full access to online job/career searches and resumes submission. Continued upkeep and refresher of equipment will be required.

Curriculum
N/A

Student Learning Outcomes
All student services units have developed Student Learning Outcomes at the operational and/or program level. The status of those SLO's in terms of developing a process for assessment and continuous improvement SLOs and corresponding services to students is an ongoing process. It is expected that this unit will meet the ACJCC SLO timelines for full SLO compliance.

Methods of Instruction
N/A

CHILD DEVELOPMENT CENTER

Mission Statement

The purpose of the Child Development Center is (1) to support the college's mission to prepare students for careers within the child care industry, (2) to provide child care provider training to students within a learning environment that allows them to apply their academic training in a real world setting, and (3) to help meet the child care needs of students and staff at Oxnard College.

Of the total children cared for at the Center, 50% are from parents attending the college as students, 40% are children of parents in the community (non-students), and the remaining 10% of the children are from college employees.

Note: The Child Development Center is a separate entity from the Child Development instructional program.

Enrollment Pattern

N/A

External Environmental Factors

Securing a stable and sufficient fiscal resource for the Center has been a continuing challenge for the college. Because the Center is not viewed as an operation that directly generates FTES, the cost of operation has historically been tied to revenues earned from child care services, grants, and subsidized fees from such agencies as the Childcare Referral and Resource organization, as well as the County of Ventura's CalWORKS program which consists of a welfare-to-work program that pays for childcare costs of respective students who attend the college. It is important to note, however, that the Child Development instructional program is one of the top FTES earners of the college, as noted in the final chapter of this planning document. The recent economic downturn has significantly reduced available funding those agencies and therefore subsidies from those sources have greatly diminished in recent months. In addition, at the time of this writing, the state's Child Care Tax Bailout appears to have been eliminated. During the 2009-2010 school year, a major focus of attention for the faculty, management and leadership team of the college will be how to sustain the Center in the present and future environment.

Projections and Plans for the Future

N/A

Faculty/Staff

Over the course of the past five years, the Center has gradually lost support staff that were critical to the operation in terms of maintaining quality and complete child care. This has been particularly true in the case of the Child Care Associates, the teachers that work with children in the Center. Given the constant challenge of insufficient resources, pursuing replacements of staff and/or requesting additional staff has not been perceived as a feasible proposition to present to the administration of the college.

Facilities

The Center is situated in a stand-alone facility that houses all program operations. The Center was recently renovated using the Measure "S" funding. Facilities are presently adequate to meet the needs of the operation.

Technology
The Center is stocked with sufficient PC equipment to operate the central office. In terms of the child care environment, support technology includes basic television and instructional aides.

Curriculum
N/A

Student Learning Outcomes (SLOs)
N/A

Methods of Instruction
The Center will continue to be, in part, an extension of the Child Development instructional program by providing a laboratory setting for students to apply their academic skills in a real world child care setting.

CHILD DEVELOPMENT INSTRUCTIONAL PROGRAM

Mission Statement

The mission of this program is to provide students with the training required to obtain gainful employment in the child care industry. The program is committed to high quality instruction that is based on theoretical foundations as well as practical applications, providing students with a competent and eclectic perspective of their future professional, educational, and vocational endeavors. The program offers two certificate programs, continuing education courses for practitioners, and an understanding about laws and regulations affecting child development facilities.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	35	33	31	33	33
Enrollment	1,105	874	889	884	924
FTES	93.82	78.35	81.24	82.46	77.94
FTEF	5.60	5.43	5.30	5.40	5.00
WSCH per FTEF	502.66	432.63	459.87	458.13	491.51
Success Rate	75.8%	80.1%	75.1%	75.6%	80.5%

In spite of high enrollments and community demand for child development courses, the program had to cut over 26% of course offerings because of budgetary constraints. When the budget climate improves and course sections are added, it is anticipated that the high level enrollments will continue.

External Environmental Factors

This program is the highest FTES generating area of the CTE Division. During the 2007-2008 fiscal year, the program generated 189.67 in FTES. The enrollment has remained consistent and the numbers receiving degrees and certificates have increased every year following the labor demand which calls for a well trained labor force.

Projections and Plans for the Future

The report from the Employment Development Department Labor Market Information notes that for Preschool Teachers there will be a state-level change from 29,000 to 35,000 or a 6,000 increase. The number of Child Care Workers will increase from 8,800 to 10,400 with a 2,100 increase. The number of Teacher Assistants will also increase from 10,300 to 12,400 with a 2,100 increase.

Faculty/Staff

The program has two full-time faculty and nine active part-time faculty. To ensure continued growth, the program needs to an additional full-time instructor.

Facilities

The program is in critical need of larger classrooms/lab settings to adequately accommodate instructors and students.

Technology
Consistent with other faculty across the campus, and area deans, the Child Development Instructional Program has requested that all of their classrooms be retrofitted as smart classrooms.

Curriculum
The program has been working with the Alignment project to prepare for a new certificate that will be comparable to all the California Community Colleges.   In support of this project, a new course, Introduction to Curriculum of the Young Child (CD R100) was approved by the Curriculum Committee during the Fall 2008 semester and will be offered for the first time in Fall 2009. Also a new course was developed to create a specialization in working with infants and toddlers, approval is expected in 2009-2010, and will be scheduled in Fall 2010. The plans for the Child Development program include the implementation of the new degree pattern that will take effect in Fall 2010.

Student Learning Outcomes (SLOs)
Faculty and staff from this program are fully committed to the college's integrated planning efforts, including the SLO initiative. All SLOs for the program will be completed and posted by fall 2010. The desired proficiency level, per ACCJC/WASC standards will be achieved.

Methods of Instruction
The child development provides classes in the following areas: a) theory-based classes that teach students about how children are growing and developing or the evolution of families. These are primarily lecture type of classes, b) curriculum classes that provide students with practical hands-on activities that can be implemented with young children, c) practicum seminars where students have the opportunity to practice in a child development setting. Students who enroll in the practicum classes are sent to the Oxnard Child Development Center or to community centers with Mentor Teachers who supervise the students as they observe and interact with preschool age children., and d) special interest for individuals who are seeking specific skills such as working with infants and toddlers or obtaining a Family Child Care license to operate their own child development program.

Mission Statement

The purpose of the Computer Information Systems (CIS) program is to support the college's mission to provide Career and Technical Education to our community. Specifically, the purpose of the program is to provide students with CIS skills necessary to obtain and retain gainful employment in an environment where CIS skills are applied. The CIS program is divided into three areas (1) Office Occupations Preparation, (2) Software Applications (Microsoft and Adobe); and (3) programming (including principles, security, and languages such as JAVA); a fourth area Computer Networking is offered through the Engineering Technology department.

Enrollment Patterns

The following data is divided into two areas, Office Occupations and "other" CIS

Office Occupations	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	1	1	1	17	17
Enrollment	18	28	40	89	86
FTES	1.40	1.98	1.65	28.00	27.08
FTEF	.13	.13	0.13	1.33	1.33
WSCH per FTEF	315.53	446.29	370.37	630.11	609.41
Success Rate	83.3%	75.0%	81.5%	82.6%	83.0%

Other CIS	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	51	37	41	26	20
Enrollment	852	770	489	523	557
FTES	61.85	53.51	61.13	36.22	37.36
FTEF	5.33	4.60	5.10	3.53	3.73
WSCH per FTEF	348.01	349.05	359.68	307.62	300.38
Success Rate	72.0%	71.8%	74.3%	50.3%	54.4%

External Environmental Factors

A review of the Employment Development Departments LMI forecast for demand occupations clearly shows a continuing and significant need for personnel with CIS skills sets. A major challenge facing the CIS program is the cost of constantly updating instructional equipment and technology within an environment where state funding will continue to be reduced through the next several years.

Projections and Plans for the Future

The program will continue to update and validate its curriculum to ensure that it is compatible to new and emerging CIS industry standards. The use of online CIS instruction will continue to be increased and enhanced. Faculty in the Computer Center, who teach the open-entry/open-exit courses, are transitioning into offering many of the application courses online (currently all Adobe applications are offered exclusive online; in the Microsoft applications, Access and Excel will be offered exclusively online beginning Spring 2010; currently only Access is offered exclusively

online.) Given the current and projected student enrollment growth, it is expected that certain courses within the CIS program will continue to be impacted.

Faculty/Staff
The program is presently staffed by three full-time and several part-time instructors. The staffing level of full-time instructors is presently sufficient. In terms of support from Information Technology (IT) staff, the inventory of operational PCs across the campus has more than doubled in recent years and will continue to increase as new facilities come on line. Meanwhile, the number of IT staff has not increased. This lack of technical support staff presents a major deficiency to the college, and in particular to CIS programs. This department is requesting that the college address this shortage of staff.

Facilities
The program presently facilitates instruction through several CIS labs that are equipped with state of the art PCs and software. The Computer Center was renovated and re-equipped in the fall of 2006. Facilities are presently sufficient.

Technology
Technology continues to be the life-line to this program. Presently, most of the CIS instructional labs are equipped with state-of-the-art PC equipment. However, consistent with other college instructional programs, there is a need to retrofit all CIS labs with Smart Technology to ensure that instruction is enhanced to teaching industry standards.

Curriculum
The department will continue to review and update all CIS course outlines. Courses that are taught or will be taught online will be reviewed to ensure Title 5 compliance. In terms of meeting the need to further enhance CIS instruction within the open-entry/open-exit, staff will further enhance the automated and hybrid model of teaching.

Student Learning Outcomes (SLOs)
Faculty has completed program level SLOs. All SLOs at the unit level will be completed and posted by fall of 2010.

Methods of instruction
Instruction will continue to be facilitated through conventional lecture mode, with CIS Labs being used to facilitate the "hands on" training required to compete in the real world of work.

Mission Statement

The mission of the Computer Networking program at Oxnard College is to provide students with the theory and skill sets required to obtain gainful employment in the computer networking/IT industry. The program provides a broad curriculum that includes both theory and practical hands-on experience in PC repair and upgrade, computer networking, security, and administering operating systems while emphasizing soft skills including writing, presenting, and teamwork.

Students are provided with the option of earning a Certificate of Achievement and/or an Associate in Science Degree in Computer Networking. Students who complete the program also have transfer opportunities to 4-year universities to complete a Bachelor in Science in Computer Networking/IT.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	6	4	6	4	5
Enrollment	40	57	84	104	92
FTES	11.27	11.53	14.53	19.33	18.87
FTEF	1.20	1.17	1.43	1.20	1.30
WSCH per FTEF	281.74	296.64	304.30	483.49	435.49
Success Rate	87.2%	75.0%	71.4%	68.0	60.2%

The Computer Networking program has been able to improve productivity by increasing enrollment by 20% over a 5-year period despite offering fewer sections. In addition, the current economic recession and increase in unemployment in Ventura County has prompted displaced and under-employed workers to seek out Career and Technical programs at Oxnard College in larger numbers. The new challenge is to meet the demand that is being placed on our CTE programs by the community.

External Environmental Factors

According to California Labor Market Information (www.labormarketinfo.edd.ca.gov), demand will continue to grow for computer network support specialists because the rapid pace of improved and new technology will accelerate the demand for knowledgeable technicians. In California, an average of 1,050 new job opening per year is expected in the field, plus an additional 1,890 job openings due to replacement needs, resulting in a total of 2,940 job openings annually. The median wage in 2008 for computer network support specialists in California was $48,372 annually or $23.26 hourly. With experience and additional training, workers in this field can become network systems administrators and earn $75,526 or $36.31 hourly which was the median for 2008 according to California LMI data.

Projections and Plans for the Future

The Computer Networking program at Oxnard College is a Cisco Academy, CompTIA Education to Career Partner, and a PearsonVUE Testing Center. These entities provide cutting edge curriculum and preparation for computer networking/IT certifications that are in-demand by Industry. The program was also able to become an official Microsoft IT Academy in 2009 with funds provided by the National Science Foundation, Project CREATE. By partnering with these leaders in the computer networking/IT industry, the program expects to continue to update the curriculum and technology

in the classroom as necessitated by the industry. The program intends to increase internship opportunities to students in the program and emphasize energy conservation in design and implementation of computer networks.

Faculty Staff Needs

In order to maintain its current delivery of instruction, the program will continue to require a full-time faculty member and adjunct faculty. It would also be beneficial to receive an hourly student assistant to provide assistance with maintaining the computer lab and instructional equipment.

Facilities

Currently two classrooms are optimized for the use of the Computer Networking program and the Engineering Technology Program. Enrollments have traditionally been strongest in the evening and that is when the majority of courses are offered. Because the rooms are shared between two programs it is important that a third classroom be made available in order to offer additional courses.

Technology

In order to remain competitive as a technology based instructional program that serves the high tech industry, the program will continue to require updating and/or increasing acquisition of instructional equipment. The program has been fortunate to receive grant funding to help modernize the lab areas and is requesting additional support from the general fund of the College as grants are usually temporary in nature.

Curriculum

Curriculum is continually updated by the lead full-time faculty member with the input of adjunct faculty members and the Industry Advisory Council to the Computer Networking program. Recent trends in the program are to offer specific courses using a hybrid approach which includes both traditional in-class instruction and computer aided instruction using a distance education platform. The program keeps curriculum current per the curriculum committee review guidelines and to the standards of the Industry.

Student Learning Outcomes (SLOs)

Faculty and staff from this program are fully committed to the college's integrated planning efforts, including the SLO initiative. All SLOs for the program will be completed and posted by fall 2010. The desired proficiency level, per ACCJC/WASC standards will be achieved.

As required by our campus Curriculum Committee, SLOs are being created when the course is up for review and currently approximately half of the courses have a current student learning outcome appendix and are being assessed, recorded, and disseminated in Dept. meetings. It is expected that within two years all courses in the program will have a current student learning outcome appendix and will be assessed.

Methods of Instruction

The program utilizes traditional lecture and hands-on labs to learn and apply the material. A greater emphasis is being placed on computer aided instruction (CAI) to encourage active learning and to facilitate online instruction. Converting to smart classroom technology has enhanced instruction by providing additional curriculum delivery methods such as power points, web content, vendor resources, and DVDs.

COUNSELING CENTER

Mission Statement

The mission of the Counseling Center is to assist students to clarify and/or determine their educational goal and to develop a plan to achieve the selected goal, including earning an AA/AS degree, transferring to a four year institution, enrollment in Certificate programs, skill or work related enhancement classes, recreational courses, ESL and English Learner classes, and Basic Skills classes and/or other preparation classes.

Program/Service Description

Specifically, the role of the Counseling Center is to provide students with the most current information that will enable them to make decisions that are based on accurate information. Counselors also advise students regarding procedures s and regulations (e.g. GPA requirements) pertaining to Matriculation, graduation requirements, and student services in general. The counseling center uses an appointment and/or "drop by" system to meet and engage students. The center operates in a store-front fashion, with a reception and waiting area.

Recent Trends and Current Status

A significant number of counseling staff have retired or resigned in recent years and they have not been replaced. In the Fall of 2002, there were 8 full time counselors, 8 part time counselors, and a Dean of Counseling. There is no longer a Dean of Counseling, only six full time counselors and no hourly counselors; this decline in staffing affects counseling services available to students. The current student population in Fall 2008 is 7,648 compared to Fall 2002 population of 8,033.
Since Spring of 2007, there has been no counselor assigned as the lead counselor for Student Athletes. In Fall 2006, there was a counselor assigned with a 50% assignment for meeting the counseling needs of Student Athletes.

Student Learning Outcomes

All student services units have developed Student Learning Outcomes at the operational and/or program level. The status of those SLO's in terms of developing a process for assessment and continuous improvement SLOs and corresponding services to students is an ongoing process. It is expected that this unit will meet the ACJCC SLO timelines for full SLO compliance.

Factors Expected to Affect the Future Program/Service

The economic downturn will continue to impact enrollment; in order for the counseling center to meet t he increased demand for relative services, the college will need to support replacement of counseling staff.

Faculty/Staff

In 2001, the Counseling Center consisted of 8 full time counselors and 8 part time, hourly counselors, a Dean of Counseling and three administrative assistants. The current college population is almost as high as the last Program Review, but there are now 6 full time counselors, no hourly counselors and two administrative assistants and no Dean of Counseling. The loss of

counselors, Dean and support staff has had a major impact on the ability of the Counseling Center to respond to the demand for services from the increased enrollment of students.

Facilities
A positive factor is that the Counseling Center will move into a new building and Counseling Center in the Fall of 2009. Included in the new building will be current technology and support services for the counseling of Oxnard College Students.

Technology
As stated above, the move to the new Student Services Building will allow Oxnard College counselors to provide students with the current technology and services; counselors have been trained on the use of programs in Banner to provide faster and better service to students.

Fiscal Resources
The national recession and the state budget crisis have had a dramatic affect on all community college's budgets. The Oxnard College budget was limited and lacking at the beginning with the 2008-2009 college years; the Counseling Center budget is not adequate to meet the needs of students.

Curriculum
Personal Growth classes are offered through the Counseling Center and taught by counselors. Currently these classes are limited to career and life planning and college success. Additional Personal Growth classes will be added to provide increased options for student learning and needed support for students to become successful in the academic world.

Methods of Instruction
There are no current plans to offer classes as an online offering.

Projections and Plans for the Future
Oxnard is the fastest growing city in the county of Ventura. The growth within the city and high school graduation rates are expected to be reflected in the growth of Oxnard College, which could exceed enrollments of Moorpark and Ventura Colleges if the college is allowed to grow to its needed capacity. As the Counseling Center looks forward to the next five years, the focus will be on the replacement and return to previous staffing levels of counselors. Another goal is to develop a sequence of Personal Growth classes designed to contribute to and support a Student Success Model. Development of online counseling support is also a priority of the unit.

CULINARY ARTS AND RESTAURANT MANAGEMENT

Mission Statement

The purpose of the Culinary Arts and Restaurant Management Program is to support the mission of the college to provide students with Career and Technical Education that leads to gainful employment the local and regional area. The Culinary Arts and Restaurant Management program prepares students to enter a variety of occupational fields, including food preparation, executive chef occupations, hotel and restaurant management, and a variety of other occupations affiliated with the hospitality industry.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	13	9	9	8	8
Enrollment	107	118	144	128	167
FTES	24.76	26.64	32.47	31.15	39.25
FTEF	2.87	2.87	2.77	2.83	2.83
WSCH per FTEF	259.10	278.77	352.08	329.86	415.64
Success Rate	72.1%	71.2%	72.0%	72.6%	65.8%

External Environmental Factors

A review of the Employment Development Department's LMI data base on demand occupations showed a continuing need for trained personnel to serve the hospitality industry. The current economic downturn, which is projected to continue through 2011 and possibly as far as 2012, has resulted in an upsurge of student enrollment in CTE programs across the campus, including Culinary Arts and Restaurant Management. The program is presently filled with students and there are wait lists in place of students striving to enter the program. While enrollment and demand is strong, funding support to community colleges by the state continues to be reduced. This economic crisis has made it difficult for the Culinary Arts and Restaurant Management program to identify and access the resources it needs to maintain an effective program. One of the greatest challenges facing the program is how to acquire a permanent funding source to meet is instructional supply needs. A permanent source to pay for instructional supplies is presently not an institutionalized budget item at the college. Addressing and resolving this deficiency will no doubt continue to be a major priority of the program, college, and district administration.

Projections and Plans for the Future

During the forthcoming year(s), the management and faculty of the program intend to work closely with senior management at the campus and the district office to establish a permanent, stable source of funding for instructional supplies (e.g. food products), to effectively operate the program in a manner that allows students to be fully trained to compete for gainful employment within the hospitality marketplace.

Faculty/Staff

The program is presently staffed with one full-time faculty member who serves as the lead advocate and overseer of operations. This faculty member performs the duties of a facilitator for the program, but is not compensated for this extra effort. In addition, the program employs several part-time faculty members who teach within the program. The program also employs one full-time,

classified, Laboratory Assistant, who provides full-time assistance to all faculty of the program and, in terms of sanitation maintenance, annual renovation (e.g. painting), and care for the kitchen appliances. While the current economic downturn presents a huge hurdle in terms of succeeding in the request for additional staff, if the program were to be allowed to grow to its full potential, requests for additional staff will be presented as needed.

Facilities
From a capacity building standpoint, the present facility does not allow for the program to excel to its full potential as a Culinary Arts and Restaurant Management program. Given the present and projected growth in student enrollment, the size of the training kitchen is inadequate. The size of the demonstration site (OE 10 and OE 11) for gourmet training events is also inadequate in terms of being able to accommodate the number of potential guests and supporters of the program. In addition, the program has a small Bakery Training component that has clearly demonstrated a potential to be expanded into a stand-alone, self-sustaining operation. The program has requested that the recently vacated college eatery (not large enough to be deemed a "cafeteria") be converted into an extension of the Culinary Arts and Restaurant Management program to be used to expand the Bakery Training Program and as the primary site for the gourmet dining lab known as "The Bistro".

Technology
This program has unique technology needs in the sense that there is a state-of-the-art standard for modern culinary art training programs. Students must learn to operate a variety of industry-centered equipment , including freeze blasters, temperature control instruments, industrial ovens, portable cooking apparatuses, and cashier equipment. Thus far, the program has maintained some semblance of state-of-the-art technology through funding acquired from the college's Carl Perkins initiative.

Student Learning Outcomes (SLOs)
Faculty and staff from this program are fully committed to the college's integrated planning efforts, including the SLO initiative.   All SLOs for the program will be completed and posted by fall 2010. The desired proficiency level, per ACCJC/WASC standards will be achieved.

Methods of Instruction
Faculty assigned to this program use traditional lecture to address soft skills training needs and uses the kitchen laboratory to address the "hands on" training that is required in order for students to be to compete in the real world environment of culinary arts and hospitality.   In response to community requests, the faculty plan in the Fall 2009 to seek approval to provide online instruction for the Sanitation course.

DENTAL ASSISTING

Mission Statement

The mission of the Dental Assisting (DA) program is to provide students with the theory and skill sets required to obtain gainful employment within the dental care industry. Students are taught all of the necessary didactic, clinical, and managements skills needed to effectively work as dental assistants and become a significant and valuable member of the dental care team. The program also strives to inspire its students to be responsible professionals and lifelong learners. Successful students will earn a Certificate of Achievement in Dental Assisting.

Enrollment Patterns

This was a new program as of Fall 2007.

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	--	--	--	6	6
Enrollment	--	--	--	158	203
FTES	--	--	--	20.53	27.07
FTEF	--	--	--	2.08	2.47
WSCH per FTEF	--	--	--	295.61	329.28
Success Rate	--	--	--	88.7%	97.3%

External Environmental Factors

The Employment Development Department (EDD) has identified that the outlook for this occupation should be excellent. The EDD states that dental assisting is expected to be one of the fastest growing occupations over the projection period of 2006-2016. They estimate an employment increase of 25.0% over the years 2004-2014. The EDD reports that the median wage in 2008 for dental assistants in California was $33,067 annually or $15.90 hourly. The EDD goes on to explain that, in California, an average of 1,450 new job openings per year is expected for dental assistants, plus an additional 720 job openings due to replacement needs, resulting in an annual total of 2,170 job openings (which is a projected percent growth of 34.9% from 2006-2016). These statistics are posted at www.labormarketinfo.edd.ca.gov.

Projections and Plans for the Future

The DA program's main goal for the future is to become an accredited Registered Dental Assistant (RDA) program. The program plans to continue its work, gearing organization changes toward become an accredited program. Depending on demand, in the future, the program may be able to offer various educational training options to the student interested in becoming a dental assistant. For example, as currently exists, training to become a dental assistant and/or, post accreditation, training to become an RDA and/or training to become a certified dental specialty assistant.

Faculty/Staff

In order to maintain its current delivery of instruction, the program will continue to require (1) one full-time DA instructor, (2) one full-time dental coordinator (shared with the Dental Hygiene program), (3) part-time dental faculty to maintain the mandated laboratory and clinic faculty to

student ratios, and (4) one full-time administrative assistant (shared with the Dental Hygiene program). In order to significantly move forward, the program requires additional faculty and classified support.

Facilities
The DA program shares the Dental Hygiene program's temporary building. There is an acute need for a permanent facility that incorporates the needs of this new program. For example, since the current dental classroom cannot accommodate more than 20 students, all didactic DA courses have to be held elsewhere, forcing the program to compete against other college programs for classroom space.

Technology
In order for the DA program to remain current and maintain its high quality instruction, it needs to update its clinical tracking and patient file data to a computerized system. The program also needs consistent funding to purchase new, technologically superior equipment, such as a digital panoramic radiograph unit.

Recently, the program was able to acquire some new technology. An intraoral digital radiograph system was purchased for clinical training.   Meanwhile, both the dental classroom and clinic were equipped as Smart Classrooms.

Curriculum
The DA program has a process of persistent updating for its curriculum and SLOs. It is 100% complaint with the college's mandates for updated course outlines, course SLO appendices, and program SLOs.

Student Learning Outcomes (SLOs)
Faculty and staff from this program are fully committed to the college's integrated planning efforts, including the SLO initiative.   All SLOs for the program will be completed and posted by fall 2010. The desired proficiency level, per ACCJC/WASC standards will be achieved.

Methods of Instruction
Enhancing the methods of instruction is a continual goal for the DA program. Recently, the DA program has implemented new scheduling techniques to improve productivity and increase student learning. Furthermore, the program is working on transforming some of its courses into a distance education format.

DENTAL HYGIENE

Program Description
The Oxnard College Dental Hygiene (DH) program trains students in a field for which there is great demand. Each fall semester, the program enrolls 20 students, thereby potentially serving 40 per year. The retention rate for the program is 95% for the last decade. The employment rate for graduates is 100%. Students are trained in oral examination, oral prophylaxis (scaling, root planning, soft tissue curettage, and coronal polishing), exposing and processing dental radiographs, and administering both local anesthesia and nitrous oxide. Students are eligible to take the written National Board DH Examination (NBDHE) in their senior year and graduates are eligible to take the clinical Registered Dental Hygienist examination in order to procure state licensure.

Mission Statement
The mission of the DH program is to graduate students who are prepared to become Registered Dental Hygienists able to provide the community with the highest caliber of DH services while maintaining the highest ethical and professional standards. In the DH program, students are taught all of the necessary didactic, clinical, and managements skills needed to effectively treat patients as an integral part of the dental care team. The program also strives to inspire its students to be responsible professionals and lifelong learners. Successful students will earn an Associate of Science in Dental Hygiene.

Enrollment Patterns

	Fall 2004	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**
Sections	13	13	15	14	13
Enrollment	220	227	227	230	220
FTES	26.00	26.80	27.18	26.94	26.00
FTEF	5.24	5.06	4.75	5.15	5.54
WSCH per FTEF	148.86	158.81	171.53	156.80	140.91
Success Rate	96.4%	93.8%	99.6%	98.7%	69.2%

The data reflect a flat enrollment, which is due to capacity limitations created by the available facilities, equipment, and the student to instructor ratio mandated by the program's accreditation by the Commission on Dental Accreditation (CODA).

External Environmental Factors
State labor market data clearly indicates employment increase in this field of 25.4% from 2004-2014. The EDD also states that dental hygienists earn an excellent income, with median, full-time wages reaching almost $80,000 per year. The median wage in 2008 for dental hygienists in California was $86,745 annually or $41.71 hourly. The EDD explains that, in California, an average of 800 new job openings per year is expected for dental hygienists, plus an additional 430 job openings due to replacement needs, resulting in an annual total of 1,230 job openings (which is a projected percentage growth of 35.7% from 2006-2016). These statistics are posted at www.labormarketinfo.edd.ca.gov.

Projections and Plans for the Future

The DH program is fully accredited by the Commission on Dental Accreditation. The program, therefore, plans to persist in adapting and changing in order to maintain its accreditation status and to continue to improve in meeting the needs of the students, community, and the college.

Faculty/Staff

In order to maintain its accreditation and current delivery of instruction, the program will continue to require (1) two full-time DH instructors, (2) one full-time dental coordinator (shared with the Dental Assisting program), (3) part-time faculty to maintain the mandated laboratory and clinic faculty to student ratios, (4) one full-time administrative assistant (shared with the Dental Assisting program), and (5) one part-time clerical assistant. In order to significantly expand and improve, the program would require additional faculty and classified staff.

Facilities

The DH program has been housed in a temporary building since its inception in 1997 and, therefore, has an acute need for a larger, permanent facility. Also, since the program lacks the ability to expand, based, in part, on physical restrictions, approximately 75-80% of qualified applicants (most qualified applicants spend at least two years in college completing the program prerequisites prior to application) are denied entrance each year.

Technology

In order for the DH program to remain current and maintain its high quality instruction, it needs to update its clinical tracking and patient file data to a computerized system. The program also needs consistent funding to purchase new, technologically superior equipment, such as a digital panoramic radiograph unit.

Curriculum

The DH program has a process of persistent updating for its curriculum and SLOs. It is 100% complaint with the college's mandates for updated course outlines, course SLO appendices, and program SLOs.

Student Learning Outcomes (SLOs)

Faculty and staff from this program are fully committed to the college's integrated planning efforts, including the SLO initiative. All SLOs for the program will be completed and posted by fall 2010. The desired proficiency level, per ACCJC/WASC standards will be achieved.

Methods of Instruction

Enhancing the methods of instruction is a continual goal for the DH program. Recently, the DH program has implemented new scheduling techniques to improve productivity and increase student learning. Furthermore, the program is working on transforming some of its courses into a distance education format.

ECONOMICS

Mission Statement

The mission of the Economics program is to impart excellent quality general education and to offer lower division Economics courses with the appropriate level of theoretical rigor necessary for transfer that will prepare students to succeed in further education and future careers in Economics, Business, Finance, Accounting, Marketing, Business Administration, Politics, Social Sciences, Global Studies, Environmental Studies, and many other related areas.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	9	10	9	7	11
Enrollment	316	211	255	196	311
FTES	30.78	20.06	22.86	19.60	27.70
FTEF	1.80	1.80	1.80	1.40	2.20
WSCH per FTEF	512.95	334.30	381.03	420.00	410.85
Success Rate	72.5%	64.4%	61.1%	58.5%	65.6%
Retention Rate	90.7%	82.7%	83.2%	83.0%	

Data indicates that variations in enrollment in Economics have been directly correlated with the number of sections offered in a semester. PACE Economics sections have, in recent years, had lower enrollment than the non-PACE sections. The eleven (11) sections in Fall 2008 included two low-enrollment PACE sections that negatively impacted the WSCH/FTEF. The program has high retention rates (82.7–90.7%), and the lower success rate (60-65%) reflects the fact that in the absence of math pre-requisites Economics courses challenge students who take the courses without adequate math preparation.

External Environmental Factors

Economics course work is linked to many demand occupations, including accounting, business, marketing, and finance. The State's LMI/EDD data mart indicates a strong forecast for demand in those areas and it is therefore anticipated that this discipline will be maintained at the college for many years to come. Global dimensions of economic reality are incorporated into all Economics courses offered at Oxnard College.

Projections and Plans for the Future

The Economics program at Oxnard College has modest enrollments, but a high rate of success in its ability to transfer students to some of the most prominent Economics programs in the state, such as UC Berkeley and UCLA, as well as to the CSU's and the private universities. In its efforts to increase its success rate, the Economics program plans to change the Elementary Algebra advisory and gradually move toward an Intermediate Algebra pre-requisite .For the purpose of increasing student success, it also plans to explore the availability, and arrange the purchase of Economics Tutorial and Simulation software that may make learning easier. Further, the program plans to re-instate the currently suspended ECON R103 with a MATH R14 pre-requisite. It plans to maintain or increase the global content in ECON R101, ECON R102 and ECON R100, explore the possibilities of adding new courses such as Environmental Economics and Economic History, among others. The

program plans to continue, expand and further develop classes offered in the distance learning modality.

Faculty/Staff

The Economics program has one full time faculty, who is currently serving as Department Chair, and consequently on 40% release from teaching duties. The program relies upon the availability of competent and qualified part-time faculty. Since career opportunities for those with Master's degrees (or higher) in Economics has been very good in recent years, it has been a challenge to find well qualified part-time faculty, particularly for the day sections. For this reason, the program has experienced a high turnover in part-time faculty. The program will continue to advertise and build a healthy pool of qualified faculty from which to draw for its on-going faculty needs.

Facilities

The program is in critical need of larger classrooms that can seat up to 50 students and that are fitted with smart technology.

Technology

As stated in the facilities section above, the program is in need of larger classrooms that are fitted with smart technology. In addition, the program plans to increase the use of WEB based section in order to reach a larger student population. Also, instruction by the internet modality will be expanded to other Economics classes. To this end, the program needs the college to develop a plan for counseling, orientation and training of students who are about to enroll in online classes. Student retention in online classes is generally lower than in lecture classes.

Curriculum

The Economics program follows a regular five-year pattern to update and maintain the currency of its course outlines. All Economics course outlines are current and updated. The program is also exploring the possibility of adding new courses such as a course in Environmental Economics, among others. The program also plans to review and update, add the necessary Math pre-requisite to the ECON R103 course that is currently suspended. Moreover, a distance learning appendix will be added to every course outline where the course may be considered suited to distance learning instruction.

Student Learning Outcomes (SLOs)

The Economics program has been closely following the guidelines regarding the development, and testing of Student Learning Outcomes. All program course outlines include SLOs or are in the process of being developed. Compliance to the ACJCC on the scheduled timeline will be met.

Methods of instruction

The Economics program employs multiple modality of instruction, which includes lecture, hybrid lecture and WEB, pure WEB and tele-course. Economics classes also use other techniques of instruction, such as simulation, internet and library based research, video supplements to lecture, writing exercises in the real and virtual classrooms, field trips etc. The program plans to continue to enrich and broaden its methods of instructions in the coming years. It also plans to increase the WEB offerings and the WEB component of its courses. Tutoring continues to be one of the academic life-lines for students who are challenged with the study of Economics. We are requesting that the college increase funding to hire qualified tutors in this area.

EDUCATIONAL ASSISTANCE CENTER/DSP&S

Mission Statement
The purpose of the Educational Assistance Center (EAC) is to provide support services and accommodations to students with verified disabilities. Being consistent with the overall mission of Oxnard College, EAC offers support services to enhance inclusion, integration, and full participation of people with disabilities. EAC promotes the full participation of students with disabilities in all aspects of their postsecondary education. EAC advocates and facilitates equal educational opportunities through appropriate support services, curriculum, instruction, policies, and funding allocations.

Enrollment Patterns
N/A

Program/Service Description
The EAC services and accommodations guidelines are outlined in state and federal laws regarding the civil rights of people with disabilities who are to be served in a non-discriminatory manner. State Government Code Sections 11135-11139.5, Sections 504 of the Federal Rehabilitation Act, Title 5 and the Federal American's with Disabilities Act (ADA) all guarantee equal access to people with disabilities. Support services are those specialized services available to students with disabilities as defined in Title 5 Section 56002, which are in addition to the regular services provided to all students.

Recent Trends and Current Status
The EAC strengthens, enhances, and promotes diversity by serving students with a variety of disabilities, which is in and of itself a minority group. This includes students with learning disabilities, those who are visually impaired/blind, have traumatic brain injury, physical disabilities, are deaf/hard-of-hearing, developmentally delayed, have psychological disabilities, speech and language disabilities and also mobility-impaired individuals. Out of the 556 students we serve, (about 7.7 percent of the Oxnard College population) not only is the range of disabilities diverse, but there is also diversity in ethnicity, gender, and age.

Student Learning Outcomes
All student services units have developed Student Learning Outcomes at the operational and/or program level. The status of those SLO's in terms of developing a process for assessment and continuous improvement SLOs and corresponding services to students is an ongoing process. It is expected that this unit will meet the ACJCC SLO timelines for full SLO compliance.

Factors Expected to Affect the Future Program/Service
While the state is presently faced with a fiscal crisis that will no doubt continue until the economy experiences an upswing, it is expected that the state and federal mandated guidelines will require that EAC services be maintained.

Faculty/Staff
The one area that could affect EAC's services would be in counseling; if there should be growth within the department a part-time counselor would be necessary.

Facilities
EAC will be in the new Student Services Building effective July 2009. The space is limited and does not allow for any growth of a counselor. In February 2009, the site visit review team for the categorical programs recommended the hiring of a bilingual DSP&S counselor.

Technology
EAC has a High Tech Lab with 22 new computers installed with Jaws, Kurzweil, and Dragon Dictate software to assist students with learning disabilities, limited functioning of upper motor extremities, as well as visual disabilities.

Fiscal Resources
The EAC categorical and general fund operating budget totals $1,156,255. The State of California Community College Chancellor's office provides $747,708 with the college providing $408,547. The Workability III Contract with the State Department of Rehabilitation operating budget is $189,810.

Curriculum
The Learning Skills (LS) courses and Assistive Computer Technology (ACT) courses address the needs of the disabled population on campus. The LS classes teach students the skills necessary to take entry-level English and mathematics courses. The memory strategies, reading and writing skills courses provide students with disabilities at all levels widely applicable strategies they need to be successful students. It is anticipated that the noted curriculum will continue to be presented in the noted manner.

Methods of Instruction
EAC Learning Skills classes are delivered in lecture mode and taught in different modalities. The goals and objectives of the instructional program are to provide classes designed to assist students with disabilities in transitioning into certificate, Associate Degree, transfer programs, and life-long learning.

Projections and Plans for the Future
EAC will develop a Personal Growth (PG class) designed to promote self-awareness through the administration, discussion, and interpretation of interest, aptitude, personality, and value assessments.

ENGINEERING TECHNOLOGY

Mission Statement

The mission of the Engineering Technology (ENGT) program at Oxnard College is to provide students with theory and skill sets required to obtain gainful employment within the ET industry. Students are provided with the option of earning a Certificate of Achievement and/or an Associate in Science Degree in Engineering Technology. It is a goal that students who graduate from the program are prepared to succeed in an Engineering Technology program at a 4-year University.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	7	5	5	2	3
Enrollment	93	77	45	43	70
FTES	24.80	18.00	12.00	11.47	15.60
FTEF	2.53	1.57	1.33	.80	1.03
WSCH per FTEF	293.76	344.78	270.07	430.11	453.05
Success Rate	65.2%	58.7%	43.2%	74.4%	72.5%

The enrollment in the ENGT program has remained steady over the past 5-years. Typically all ENGT courses run near full capacity which is limited to 25 students due to room size, equipment requirements, and appropriate student to instructor ratios. It is expected that enrollment in the ENGT program will increase over the next several years due to new course offerings and the current economic downturn which has prompted many displaced workers to return to seek out training.

External Environmental Factors

According to California Labor Market Information (www.labormarketinfo.edd.ca.gov), an average of 230 new job openings are expected per year through 2012, plus an additional 450 job openings due to replacement needs, resulting in a total of 680 job openings annually. The median wage in 2008 for electrical and electronic engineering technicians in California was $57,683 annually or $27.73 hourly.

Projections and Plans for the Future

A partnership is currently being explored with the Naval Base Ventura County to provide accepted applicants an internship as a technician and a scholarship to pay for tuition and books. Lastly, the program is currently in the information gathering phase to determine the feasibility of adding a green renewable technology program on campus. The program is part of a National Science Foundation Grant called Project CREATE.

Faculty Staff
Currently all ENGT courses are taught by part-time faculty. The full-time Computer Networking instructor acts as the lead in the ENGT program in order to provide support services to the ENGT program. It would be beneficial to receive an hourly student assistant to provide assistance with maintaining the computer lab and instructional equipment.

Facilities
Currently two classrooms are optimized for use by the ENGT program and the Computer Networking program. Enrollments have traditionally been strongest in the evening and because the rooms are shared between the two programs it is important that a third classroom be made available in order to offer additional courses when they are in the greatest demand. A new classroom must meet the needs of the Engineering Technology program to include the electrical requirements and cabinets for locking up expensive test equipment.

Technology
As a cutting edge Career and Technical program, it is critical that the Engineering Technology program continually update equipment and software as new technology comes into play and to ensure that students are being prepared using technology that is in-demand by industry. The program has been fortunate to receive funds from two grants, Carl Perkins and a National Science Foundation Grant called Project CREATE. It is important that Oxnard College support its career and technical programs by increased funding in the General Fund rather than relying on outside grant funding sources.

Curriculum
Curriculum is continually updated by the lead full-time faculty member with the input of adjunct faculty members and the Industry Advisory Council to the Engineering Technology program. The curriculum is in good standing and current in the curriculum committee at the College. In addition, recently the curriculum has been articulated to the Engineering Technology program at California State University Long Beach.

Student Learning Outcomes (SLOs)
Faculty and staff from this program are fully committed to the college's integrated planning efforts, including the SLO initiative. All SLOs for the program will be completed and posted by fall 2010. The desired proficiency level, per ACCJC/WASC standards will be achieved.

Methods of Instruction
Instructors in the Engineering Technology program are continually updating and improving methods of instruction. Recent improvements include the implementation of smart classroom technology which has provided another instructional delivery method for power points, web content, and DVDs. Additionally, many publishers are now providing simulators and interactive content which has been incorporated into the courses to provide even more active learning opportunities for students.

Mission Statement

The mission of the Oxnard College English Program is to provide students with cultural and intellectual enrichment, linguistic knowledge, and communicative capabilities through instruction in reading, writing, critical thinking and analysis. This is accomplished through instruction in reading and composition skills in English from the developmental through advanced levels; via the study of literature and the cultures it represents, and via the study of media.

Enrollment Patterns

	Fall 2004	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**
Sections	75	71	75	87	96
Enrollment	1,838	1,828	1,783	1,718	1,762
FTES	236.22	237.19	234.79	230.24	232.47
FTEF	18.43	17.83	18.59	19.28	18.33
WSCH per FTEF	384.50	399.07	378.96	358.25	384.36
Success Rate	62.7%	63.5%	62.8%	58.9%	59.4%

Factors Expected to Affect the Future of the Department: Enrollments and demand for core courses will fluctuate with rises or drops in overall college enrollment. The Title 5 change is the written competency requirement for the associate's degree, raising the level to ENGL R101 (or equivalent) for students entering fall 2009 or thereafter may well increase the demand for sections of this course over time as more students seeking the associate's degree without transfer plans are affected by this change.

Projections and Plans for the Future

The program projects an increase in enrollment at all levels: There will continue to be a need for developmental courses, as assessment data reveal. In particular, the program will need to monitor demand for composition sequence courses to provide adequate access for degree and transfer students. An additional plan for the future is to serve as the core of an interdisciplinary electronic journalism program to be developed.

Faculty/Staff

The English program has 13 full-time faculty who teach all or part of load in the English curriculum; some also teach in the ESL program. Most significantly, the ratio of full-time to part-time faculty is 52/48, and in the Fall 2008 semester, prior to temporary budgetary reductions, there were 2.667 FTEF taught by part-time staff during the day. As the schedule normalizes and expands with growth, more additional full-time faculty will be needed to rectify this imbalance.

Facilities

There are insufficient classrooms available to the English program to meet student need at peak hours, especially in the morning and the evening. More classrooms are needed to accommodate current demand and to meet any increase in demand as student population grows. In addition, the smaller classrooms assigned for use by composition courses in the program have not been identified as priority classrooms for technology upgrades.

Technology
As noted above, the program requires equivalent access to current instructional technology in all of its classrooms.

Curriculum
The curriculum is and will be kept current. In addition to maintaining the service courses in composition at the developmental and transfer levels and in reading, the program monitors the lower-division requirements for the English major at the closest regional public universities and will strive to offer a rotation of courses to meet this core requirement.

Student Learning Outcomes (SLOs)
N/A

Methods of Instruction
In addition to traditional face-to-face sections that incorporate contemporary technology in instruction as outside assignments and in the classroom when it is available , the English program, and in particular the composition sequence from ENGL R096 through ENGL R102, has been an early adopter of distance-education methods, regularly offering sections in both hybrid (combination face-to-face and online) and fully online modes. The department will continue to offer a mix of face-to-face and distance-education sections. Experience and the field find that distance education is more successful for students who have progressed beyond the basic developmental levels. An early adopter of self-paced instruction through the ENGL R030 model, the department will maintain and improve the delivery of self-paced instruction as part of a complementary approach to basic education.

Tutoring: The Writing Center provides English tutoring on a drop-in basis. Tutors are trained in the techniques of successful tutoring; subject-matter expertise can be variable. Approaches to enhancing the consistency of English tutoring may include the use of PLATO, SkillsTutor, or other tools as part of tutors' preparation and continuing education in their roles. Communication between writing tutors and the composition faculty can be encouraged. A challenge for faculty and the Tutoring Center alike is to identify qualified tutor candidates for advanced-level English courses, from 102 on.

ENGLISH AS A SECOND LANGUAGE (ESL)

Mission Statement

The mission of the Oxnard College English as a Second Language (ESL) Program is to provide students with U.S. cultural and intellectual foundations, linguistic knowledge, and communicative capabilities through instruction in reading, writing, listening, and speaking. This is accomplished through instruction in various modes of communication in English from the low-beginning language-acquisition level through advanced language acquisition and transition to the developmental English curriculum.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	25	24	25	26	26
Enrollment	641	608	528	567	544
FTES	77.92	75.41	69.41	76.49	72.02
FTEF	4.92	5.33	4.70	5.07	4.80
WSCH per FTEF	475.23	424.26	443.06	452.97	455.52
Success Rate	77.5%	69.1%	65.0%	66.3%	84.4%

External Environmental Factors

The Oxnard College service area is home to a large immigrant population, the largest percentage of who are Spanish speakers, creating a high potential need for instruction in English as a second or other language. This population is served by a variety of instructional providers, including the adult education program of the high school district, elementary-school-based family literacy programs and other First Five-funded programs, and proprietary schools. Each of these institutions has a unique mission and program design to meet its mission. The Oxnard College ESL program is the sole program offering courses on a college-credit basis.

Projections and Plans for the Future

The potential student population that could benefit from the program's offerings is expected to remain stable or to increase. In order to meet that demand and continue to provide a pathway to further studies, the program will continue to offer its comprehensive four-level curriculum with transition to basic skills coursework. The program will seek data on the potential benefits of developing a non-credit ESL curriculum that would complement, rather than competing with, its other partners in serving the adult English learner population. Working in conjunction with the ESL/Basic Skills state grant a part-time bilingual student services assistant will be added to the campus staff to assist in supporting the ESL student in enrolling in ESL courses. This addition will be monitored for success in assisting the ESL students over the next one to three years.

Faculty /Staff

The ESL program currently has five contract faculty members who teach all or part of their load in ESL; faculty members also teach in the English and speech programs. The full-time FTE for Fall 2008 was 1.87, with one contract faculty member on leave and another on substantial reassigned time. In addition, the program has a stable staff of adjunct faculty members. There is

not at this time a need for additional contract faculty, barring faculty departures or substantial program augmentation.

Facilities

There are insufficient classrooms available to the ESL program to meet student need as the program shares classes with other high-demand courses within its department. More classrooms may be needed to accommodate current demand and to meet any increase in department-wide demand as the student population grows.

Technology

The program requires equivalent access to current instructional technology in all of its classrooms, specifically the CSSC classrooms, LA-14, LRC 5, NH-4, and NH-5, which are heavily used by the program. The program will also continue to depend heavily on state-of-the-art language acquisition software to complement classroom study. As the transition to new learning resources facilities is accomplished, attention to technology support for these courses will be necessary.

Curriculum

The core of the program is the four-level (including two basic English classes in reading and in grammar), three-emphasis sequence of courses in oral/aural skills, reading and study skills, and grammar and writing skills, designed to provide a seamless transition to the basic English curriculum. Some sections are offered bilingually (English/Spanish). In addition to the core sequence, the program offers four self-paced, computer-based vocabulary development modules. All of the curriculum is current in terms of Title 5 update requirements.

Student Learning Outcomes (SLOs)

All of the courses in the program have course-level SLOs, and many courses have been through one or more rounds of SLO assessment, leading to course and methods enhancements. The program has a data-based set of programmatic outcomes.

Methods of Instruction

The core courses in the program – the 40-50-60 sequences – are offered in face-to-face modes, and many incorporate Leaning-Center-based lab hours for credit. Selected lower level courses are offered in a bilingual (Spanish-English) mode to facilitate the transition of the predominantly Spanish-speaking student population to the curriculum, while accommodations in methodology are made for speakers of other languages. In addition, the program offers six self-paced, open-entry lab-based courses for students at the beginning and intermediate levels. Through classroom instruction, students experience the face-to-face interaction necessary to learn and improve their English-language skills.

EXTENDED OPPORTUNITY PROGRAMS AND SERVICES

Mission Statement

The mission of the Extended Opportunity Programs and Services (EOPS) is to identify and provide students with language and social and economic disadvantages with special support services designed to increase their capacity to succeed as students. Specifically, the program seeks to increase the number of eligible EOPS students achieving educational goals, including but not limited to obtaining job skills, occupational certificates, associate degrees and transfer to four-year institutions. An appendage to EOPS is the Cooperative Agencies Resources for Education (CARE) program which specifically targets students seeking economic independence from the welfare system.

Program/Service Description

Specifically, this program is designed to give EOPS/CARE eligible students programs the services necessary to successfully achieve their academic goal. Pursuing gainful employment and/or a clear academic program goal (major) is a requirement of the program. The EOPS program is required to supplement the regular college programs afforded to all potential and existent students. EOPS provides "over and above" services, including academic, vocational, and personal counseling, tutoring, grants to eligible students, book service, and priority, pre-registration support

Recent Trends and Current Status

Our high school feeder schools data on the Academic Performance Index (API) scores for the low-income are in the 600 to 679 range and those enrolled in the continuation schools are in the 500 range. These are the students that come to Oxnard College. Many of these students have low expectations to further their education. Without the proper access to information and counseling, these students can become lost in the system. Many students have computers with no access to the internet from their homes. Students that are first generation college students have language needs. As such, comprehensive outreach that includes access to Spanish applications, counseling and other support services are critical. Due to economic trends of 2009, families are being displaced due to foreclosure and lay- offs from jobs. Census and county data regarding low-income households reflects the economically depressed service area of Oxnard. We are facing the challenge of ensuring access, persistence and retention for students facing these barriers. Case Management is the method by which EOPS is addressing the monitoring, tracking and follow-up of EOPS students.

Student Learning Outcomes

All student services units have developed Student Learning Outcomes at the operational and/or program level. The status of those SLO's in terms of developing a process for assessment and continuous improvement SLOs and corresponding services to students is an ongoing process. It is expected that this unit will meet the ACJCC SLO timelines for full SLO compliance.

Factors Expected to Affect the Future Program/Service

Faculty/Staff- EOPS provides services to over 2000 individuals seeking information on EOPS and Oxnard College. In order to meet the needs of its students and community as well as the statutory requirements of the program the 2007 and 2008 program reviews recommend the hiring of an additional full-time EOPS counselor.

Facilities

EOPS/Care is presently located within the Community and Student Services Center. Due to the continued growth of the EOPS student population, the program is in need of re-evaluation in terms of adequate facility needs.

Technology

EOPS has always been a forerunner in the use of technology. The lack of IT expertise and staffing in the area of software usage has hampered the ability of the EOPS program to collect, use and analyze data.

Fiscal Resources

EOPS is funded by the State Chancellor's Office and, pursuant to Title 5 and program guidelines, is highly regulated in terms of allowable expenditures and college obligation to the program.

Curriculum

As part of its student success program, EOPS will continue to offer a 1-unit Student Success class that provides students with the knowledge to navigate the college system, including how to use catalogues and educational plans

Methods of Instruction

EOPS will continue to maintain its 1st year learning communities as seen in EOPS Summer Bridge and EOPS Summer Readiness programs.

Projections and Plans for the Future

Until such time as funding is identified, hourly counseling and overtime for support staff will continue to assist in addressing the needs of potential and continuing EOPS students. Math student success is an area of concern college-wide. EOPS will be assisting in developing and implementing models of student success through various committees: On Course Instruction, Supplemental Instruction and Summer Readiness learning communities. In addition, the program will continue to collaborate with other special programs to ensure equal access for all students in terms of Spanish college application and coordination with EAC, Financial Aid, Counseling, Matriculation, Admissions, Transfer Center and CalWORKS and Instructional Faculty.

FINANCIAL AID

Mission Statement

The purpose of the Financial Aid center is to support the open access mission of Oxnard College by providing financial assistance to eligible students and their families who may otherwise not be able to pay for the costs of a community college education.

Program/Service Description

The Oxnard College Financial Aid office is responsible for administering and processing all Federal and State Financial Aid for students enrolled at OC. Grants awarded by the financial aid office include need-based financial aid to include the Federal Pell: Federal Supplemental Opportunity Grant (FSEOG), Academic Competiveness Grant, Cal-Grant, BOGW (Board of Governors Fee Waiver) Chafee Grant, and federal Work Study Program.

Recent Trends and Current Status

The following is a five year comparison of awarded funds to students:

	2003-2004		2004-2005		2005-2006		2006-2007		2007-2008	
	Students served	Amount awarded	Students served	Amount awarded	Students served	Amount awarded	Students served	Amount awarded	Students served	Amount awarded
PELL	1,529	3,698,625	1,468	3,521,441	1,368	3,231,438	1,412	3,251,976	1,619	3,835,657
FSEOG	269	132,970	363	176,112	399	184,214	274	133,350	254	116,850
CAL B	332	422,056	347	431,005	364	446,715	353	440,119	375	457,169
CAL C	30	11,592	36	12,096	30	11,142	19	6,840	23	9,432
FWS	71	181,851	72	191,426	85	217,930	73	172,043	75	165,475
BOGW A	504	125,454	437	144,264	454	163,163	331	91,918	282	74,930
BOGW B	2,932	745,241	3,140	1,145,935	3,143	1,145,933	3,432	1,120,657	3,772	1,066,040
BOGW C	1,512	376,698	1,440	504,926	1,324	462,137	1,334	436,497	1,449	421,210
ACG	n/a	n/a	n/a	n/a	n/a	n/a	25	18,900	44	35,425

External Environmental Factors

Given the findings (e.g. demographic/characteristics) of the recent External Environmental Data Scan, coupled with the state's ongoing economic crisis, it is expected that student financial aid will continue to be in very high demand for college bound students entering Oxnard College.

Student Learning Outcomes

All student services units have developed Student Learning Outcomes at the operational and/or program level. The status of those SLO's in terms of developing a process for tracking, assessment

and continuous improvement and corresponding services to students is an ongoing process. It is expected that this unit will meet the ACJCC SLO timelines for full SLO compliance.

Projections and Plans for the Future
Given the anticipated increase of eligible students applying for financial aid, it is expected that the program will either (1) require additional staff and/or (2) will have to continuously re-evaluate its method of delivery services.

Staff needs
Due to budget reductions in the 2005-2006 award year, the staffing level for Financial Aid was reduced. Given the projected increase in students to be served,   it is critical that previous staffing levels be restored. Recent amendments and projections to the Higher Education Opportunity Act (HEOA 2008) and ACG have increased the amount of applicants that may qualify for additional sources of aid.

Facilities
In summer of 2009, the Financial Aid Office was relocated to Student Services and Administration Building. Space and facilities are presently adequate for the needs of the program.

Technology
The Financial Aid program runs on very sophisticated software with large databases.   The use of technology will continue to be effectively employed in all areas of financial aid in order to optimize efficiency and enhance student-centered service as well as manage essential data necessary for financial aid and strategic enrollment planning. The program is in the process of establishing the online BOGW application. Resources and IT support will be required to succeed with that project.

Methods of Instruction
The Financial Aid Office conducts weekly workshops to assist students with the application process. The program also reaches and trains students through outreach and orientation on an ongoing basis. The Financial Aid program coordinates its efforts works with EAC, EOPS, the Athletic Department and various other support components on campus by working to promote funding opportunities and resources for eligible students.

Mission Statement

The mission of this program is to fully prepare students to obtain gainful employment as fire fighters within the public safety industry. The program completes two academy training sessions per academic year, (fall and spring) and enrolls 40 student (cadets) in each cohort. Retention and student success, in terms of program completers, is nearly 100%.

Enrollment Patterns

	Fall 2004	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**
Sections	1	1	1	1	1
Enrollment	40	34	36	36	31
FTES	37.33	31.73	33.60	33.60	28.93
FTEF	1.47	1.47	1.47	1.47	1.47
WSCH per FTEF	763.46	649.12	687.30	687.30	591.85
Success Rate	100.0%	100.0%	88.9%	100.0%	96.8%

External Environmental Factors

The Department of Labor has identified fire fighting occupations to grow by 12 percent over the 2006-2016 decade, which is as fast as the average for all occupations. Most job growth will stem from volunteer fire fighting positions being converted to paid positions. In recent years, it has become more difficult for volunteer fire departments to recruit and retain volunteers. This may be the result of the considerable amount of training and time commitment required. Furthermore, a trend towards more people living in and around cities has increased the demand for fire fighters. When areas develop and become more densely populated, emergencies and fires affect more buildings and more people and therefore require more fire fighters.

The demand for skilled Firefighters will remain strong and is influenced by the increased growth in the population and corresponding growth of housing developments.

In California, an average of 490 new job openings per year is expected for Firefighters, plus an additional 970 job openings due to replacement needs, resulting in a total of 1,460 job openings.

Projections and Plans for the Future

The building phase for a full training complex to include a state of the art Fire Technology/Academy building consisting of a 20,000sq.ft building is under way. The building will consist of the following 5 classrooms, each with approximately 1200sq.ft. 3 labs for EMT, Hazmat and a Fire Simulator lab with a control room. Showers and locker room for 90 students, student break room for 80 students, library and student store, counselor's office, 14 offices for College Staff and County Fire Training Officers and Staff. Future completion of the Regional Training Center will consist of a state of the art burn building. The completion of the Fire Technology building will take the program well into the 21 century with state of the art facilities.

Oxnard College recognizes the need for, and importance of, this training facility and continues to commit financial resources to see the development of this facility through to completion. The first

phase of the Public Safety Training Center is funded by the passage of a bond measure. Thirty four million dollars has been set aside for the completion of this project.

Faculty/Staff
Currently, we are not meeting the college goal of 75% full-time faculty and 25% part-time faculty. We are just the opposite. Presently, the percentage ratio is 2.47 FTEF to 6.03 PT FTE or 29% full-time faculty to 71% part-time. Faculty positions needed include one full-time Fire Technology position. This program has attained one of the highest growth rates of any program at the college. This will always happen but can be elevated greatly by closing the ratio to meet the standard goal of 75%-25%. Therefore, we are asking for one full-time Fire Tech position and that the current clerical staff support position presently reduced by 50% be reinstated to a full-time position.

Facilities
Program is currently in temporary buildings. The classrooms are small. The restrooms are in constant need of maintenance. Classrooms are in desperate need of new student tables and chairs. They are in critical need of up grading. If, and when, the new building is finished, these issues will be addressed.

Technology
The Fire Academy strives to maintain and stay current with the latest technology used in and by the fire service. It is critical that the Fire Academy provides our students with the most current tools and equipment they will encounter in the field.

Curriculum
The Fire Academy submitted its curriculum in Fall of 2009 for the 5 year review. It is now updated with current SLOs. In addition, a State Fire Marshal Self Assessment report has been completed, and the Academy is ready for a future inspection by this state agency.

Student Learning Outcomes (SLOs)
Faculty and staff from this program are fully committed to the college's integrated planning efforts, including the SLO initiative. All SLOs for the program will be completed and posted by fall 2010. The desired proficiency level, per ACCJC/WASC standards will be achieved.

Methods of Instruction
Enhancing the methods of instruction for the Fire Academy is a continuous improvement priority of our faculty and the college. We recently upgraded all of classrooms to "smart" classrooms. In addition, we have, and will continue to order up-to-date videos, text books, and other current information through our industry partners.

FIRE TECHNOLOGY

Mission Statement

The mission of the Fire Technology (FT) Program is to provide students and/or incumbent workers from the public safety industry with new and continuing classroom instruction in the field of fire science. Students can (1) enroll in courses for continuous improvement purposes, (2) complete a Certificated of Achievement, or (3) complete an Associate of Science Degree in a FT related field.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	29	25	24	26	27
Enrollment	545	462	554	649	634
FTES	52.99	44.85	53.63	62.23	61.20
FTEF	4.13	4.00	4.53	4.87	4.73
WSCH per FTEF	384.63	336.41	354.95	383.67	387.90
Success Rate	85.5%	78.0%	80.3%	81.5%	84.4%

External Environmental Factors

The Department of Labor has identified fire fighting occupations to grow by 12 percent over the 2006-2016 decade, which is <u>as fast as the average</u> for all occupations. Most job growth will stem from volunteer fire fighting positions being converted to paid positions. In recent years, it has become more difficult for volunteer fire departments to recruit and retain volunteers. This may be the result of the considerable amount of training and time commitment required. Furthermore, a trend towards more people living in and around cities has increased the demand for fire fighters. When areas develop and become more densely populated, emergencies and fires affect more buildings and more people and therefore require more fire fighters.

The demand for skilled Firefighters will remain strong and is influenced by the increased growth in the population and corresponding growth of housing developments.

In California, an average of 490 new job openings per year is expected for Firefighters, plus an additional 970 job openings due to replacement needs, resulting in a total of 1,460 job openings.

Projections and Plans for the Future

The building phase for a full training complex to include a state of the art Fire Technology building consisting of a 20,000sq.ft building is under way. The building will consist of the following 5 classrooms, each with approximately 1200sq.ft. 3 labs for EMT, Hazmat and a Fire Simulator lab with a control room. Showers and locker room for 90 students, student break room for 80 students, library and student store, counselor's office, 14 offices for College Staff and County Fire Training Officers and Staff. Future completion of the Regional Training Center will consist of a state of the art burn building. The completion of the Fire Technology building will take the program well into the 21 century with state of the art facilities.

Oxnard College recognizes the need for, and importance of, this training facility and continues to commit financial resources to see the development of this facility through to completion. The first

phase of the Public Safety Training Center is funded by the passage of a bond measure. Thirty four million dollars has been set aside for the completion of this project.

Faculty/Staff Needs
Currently, we are not meeting the college goal of 75% full-time faculty and 25% part-time faculty. We are just the opposite. Presently, the percentage ratio is 2.47 FTEF to 6.03 PT FTE or 29% full-time faculty to 71% part-time. Faculty positions needed one full-time Fire Technology position. This program has attained one of the highest growth rates of any program at the college. The need for full-time faculty is paramount to keeping what we have achieved and allow for future growth. Factors not encountered by other departments. Our part-time instructors are active firefighters when needed have to cancel their classes. This will always happen but can be elevated greatly by closing the ratio to meet the standard goal of 75%-25%. Therefore, we are asking for one full-time Fire Tech position. Clerical staff presently reduced by 50% due to reinstatement to full-time status. This position is vacant.

Facilities
Program is currently in temporary buildings. The classrooms are small and in need of new student tables and chairs. They are in critical need of up grading. If, and when, the new building is finished, these issues will be addressed.

Technology
Fire Technology strives to maintain and stay current with the latest technology used in and by the fire service. It is critical in this field that instructors stay abreast of any changes or new methods related to emergency work.

Curriculum
Fire Technology submitted 6 courses for curriculum updates in 2008. All of the Fire Technology courses are now current.

Student Learning Outcomes (SLOs)
Faculty and staff from this program are fully committed to the college's integrated planning efforts, including the SLO initiative. All SLOs for the program will be completed and posted by fall 2010. The desired proficiency level, per ACCJC/WASC standards will be achieved.

Methods of Instruction
Enhancing the methods of instruction for Fire Technology is a continuous improvement priority of our faculty and the college. We recently upgraded all of classrooms to "smart" classrooms. In addition, we have, and will continue to order up-to-date videos, text books, and other current information through our industry partners.

FOREIGN LANGUAGES

Mission Statement
The mission of the Oxnard College Foreign Languages Program is to provide students with cultural and intellectual enrichment, linguistic knowledge, and communicative capabilities through instruction in reading, writing, listening, speaking, signing, and critical thinking. This is accomplished through instruction in various modes of communication in foreign languages; from language-acquisition levels through advanced levels in some languages; via the study of the cultures languages reflect, of literature, and of media.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	26	29	26	25	28
Enrollment	583	606	623	590	696
FTES	71.06	75.06	78.14	74.51	84.19
FTEF	6.07	6.40	6.40	5.80	6.21
WSCH per FTEF	351.39	351.85	366.30	385.41	406.40
Success Rate	74.6%	75.3%	73.5%	67.8%	63.8%

External Environmental Factors
All three languages currently offered in the foreign language program – American Sign Language (ASL), Japanese, and Spanish – meet transfer requirements in foreign language for CSU and IGETC. Maintaining and building new strong articulations agreements for transfer and degree purposes is a priority. In effect, the demand for foreign language instruction is significant.

Projections and Plans for the Future
It is expected that demand for transferable foreign language courses will increase as the overall college enrollment of students seeking transfer increases. In addition, the program will seek stronger articulation for the Native Spanish Speakers courses. The feasibility of adding an additional foreign language to the program will be explored.

Faculty/Staff
The ASL program currently has one full-time instructor and a cadre of 4 part-time instructors. This number is sufficient to support the current on-campus program. Locating qualified instructors available to teach in the daily schedule of the high-school partnership classes remains a challenge.

The Japanese program currently offers two courses per semester. Current part-time staffing is sufficient to meet the needs of the program at this level. With two full-time faculty members in Spanish, this discipline has a sufficient number of full and part-time faculty members to meet the scope of the current program. Any faculty departures within the next five years will need to be considered strongly for full-time replacement.

Facilities
The program is in critical need of additional classrooms that are fitted with smart and/or adaptive technology. There is an additional need for classrooms that are physically adaptive to

the unique needs of ASL curriculum delivery (e.g. design). Ideally, one classroom on campus will be identified and retrofitted specifically for ASL instruction.

Technology

The program requires equivalent access to current instructional technology, including computer stations and Internet access with ceiling-mounted digital projectors in all of its classrooms. An ongoing need of the ASL program is to develop lab stations capable of supporting learning and practice in visual language. With the transition to more Internet-based instructional materials, reliable high-speed student access to these resources is also necessary. Meeting this access need will be a continuing challenge for classes offered offsite at the high schools.

Curriculum

The program plans to continue strengthening its articulation agreements with partner institutions. Particular focus of attention will be on ASL curriculum that sequences with California State University, Northridge (CSUN). In addition, the program will strengthen articulation for the native-speaker courses to meet lower-division and IGETC requirements. The recent addition of JAPN R101A and JAPN R101B affords more access to this language's curriculum and will be monitored for effectiveness. The four-level Spanish-language-acquisition sequence for non-native Spanish speakers is well established and it is expected that delivery of this instruction will continue into the foreseeable future.

Student Learning Outcomes (SLOs)

One ASL course currently has an adopted SLO in place, and the remainder of the courses are undergoing revision and will have SLOs. Three of the four Japanese courses currently have SLOs in place. The Spanish program also has a program-level SLO in place, which is linked to the institutional goals. Upon completion of current course approvals in process, three further courses will have approved SLOs and will begin the assessment cycle in fall. The remaining courses will all develop SLOs and begin assessment during the revision cycle.

Methods of Instruction

Instruction in ASL, a visual language, will continue to be offered in face-to-face formats. Online instructional materials, including video, recording and playback. The development of a visual language lab capacity will enhance instructional methods. Japanese and Spanish will also continue to be mostly taught in a traditional face-to-face format, with some sections fully online.

HEALTH CENTER

Mission Statement

The purpose of the Oxnard College Health Center is to support the college's mission of promoting learning within an environment that supports and promotes optimum wellness for students. In effect, the center is committed to helping students develop a healthy lifestyle that complements their pursuit of educational goals.

Program/Service Description

Because all enrolled students are required pay a health fee, the health center is available to all students. The staff includes an MD, LCSW, NP and a student health center assistant, as well as student workers. Specific services include: physicals, emergency medical care, immunizations, vision screening, and lab work, medication when needed, over the counter medicines, condoms and tampons, pregnancy testing, urine tests. Stop smoking program. In the future we plan to expand the hours for our Physician, LCSW, and to hire an additional NP to provide medical services. If we are able to do this it will enable the coordinator to attend additional campus committee meetings where representation from the Health Center would be an asset to the campus.

Recent Trends and Current Status

At this time we are open 4 ½ days a week including two evenings per week. More students are accessing the health center because of the current economic downturn and this trend is expected to continue for several years. We are engaging students with more complex conditions than prior years due to the fact that students are losing access to health insurance and related services.

Student Learning Outcomes

All student services units have developed Student Learning Outcomes at the operational and/or program level. The status of those SLO's in terms of developing a process for tracking, assessment and continuous improvement and corresponding services to students is an ongoing process. It is expected that this unit will meet the ACJCC SLO timelines for full SLO compliance.

Factors Expected to Affect the Future Program/Service

It is expected that the center will continue to be impacted by the increase of students seeking health services.

Faculty/Staff:

At this time we have only two full time staff, a coordinator and a student health center assistant. Given the projected increase in student requests for health services, we anticipate a need for ~~an~~ additional staff.

Facilities
In July of 2009 the Health Center was relocated to the new Student Services and Administration building. Presently, facility support to the center is adequate.

Technology
 At this time the center has 6 computers, of which several require updating. PC support is essential to the operation for general office and medical records and statistical tracking purposes.

Fiscal Resources
The budget of the Health Center is derived from the student health fees- $17.00 in fall and spring and $14.00 in the summer sessions. The state irregularly pays mandated costs to supplement the income to the Health Center. The state is now behind approximately three years.

Methods of Instruction
Although the Health Center is not directly involved with Curriculum we do provide information to students through classroom visits. The topics that are requested can vary from basic information about our services to specific requests for more information on Sexually Transmitted Infections.

HISTORY

Mission Statement

The mission of the History Program is to provide high quality general education in a wide variety of historical subjects and to prepare students for professional opportunities in teaching and other careers enhanced by knowledge of history. To this end, a major in history requiring 18 hours of course work is offered as well as several sections of two courses required for the Liberal Studies Teaching Credential, Several courses fulfill requirements for the Title 5 American Institutions requirement and many are included in the course options for the new major in General Studies.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	23	19	18	19	20
Enrollment	961	711	713	781	885
FTES	94.66	71.10	71.64	78.10	85.09
FTEF	4.40	3.80	3.60	3.40	3.40
WSCH per FTEF	645.42	561.32	597.00	689.12	771.34
Success Rate	68.8%	60.2%	54.7%	53.8%	63.4%

The data reflects that the History Program has been undergoing some readjustments due to the death of a faculty member in the Spring of 2005 and the temporary reassignment of one member to serve as Academic Senate President.   Enrollments dipped slightly but are rebounding. Of some concern is the fluctuation of the Student Success rates that in 2003 were at 53%, rose for two years and then returned to its earlier level. The dip may reflect the increase in the number of history sections taught online. More research is required.

External Environmental Factors

History is one of the core disciplines tied to our general education offerings and therefore is deemed a high demand subject area by the college.   History is either supplemental to nearly every occupation requiring a degree or serves the need of history bound degree majors.

Projections and Plans for the Future

The History program continues to overachieve in terms of the 525 WSCH goal of the District and contributes greatly thereby to the College's overall productivity success.   In support of that continuing success and productivity, the program plans to continue its delivery of instruction in a consistent format for years to come.

Faculty/Staff

The history program will need to maintain its current (1) full-time position and its team of adjunct instructors. Additional faculty to serve the diversity and specialty course teaching needs of the program will also be pursued. In order to restore the level of course offerings to the 2002 level, additional full-time and/or part-time instructors will be required.

Facilities
Larger classrooms with smart technology are needed to serve the enrollment demands of the program.

Technology
The History program will continue to progressively adapt to and employ the most current and suitable technology available to enhance and sustain high quality education. To this end, support personnel in media production should be provided.

Curriculum
The History program has progressively updated and improved its curriculum through the regular course outline revision process. This review incorporates the prevailing trends for the profession and the articulation patterns adopted at four year institutions. It is expected that history courses will be included in proposed programs for Global Studies and Ethnic Studies to be offered by the Social Science Department**.**

Student Learning Outcomes (SLOs)
To assure the continuous examination and improvement of instruction and learning in history courses, a systematic cycle of course outline revisions and student learning outcomes reports linked with the assessment and evaluation of program level SLOs is being established. The History faculty plan to use this new process to assess the educational effectiveness of its courses and program. The program intends to meet all ACCJC deadlines and respective guidelines in achieving this standard.

Methods of instruction
While the History program employs a rich variety and array of instructional methods and techniques in its real and virtual classrooms, there is a need to develop more diverse and skill appropriate methods of classroom instruction. Power point presentations and classroom access to web based materials such as maps, graphs and documents are essential to educating a student body with a very limited information bank**,** Support for field trips and speakers is needed. The members of the department are fully active professionals in their field who will continue to seek opportunities for professional growth that will update and sharpen their teaching and mentoring skills.

Tutoring: Students enrolled in Social Science courses require effective tutoring in the appropriate skills needed for success in a Social Science course. Effective tutoring includes: 1) assessment of particular skills needed for success; 2) academic counseling about methods and resources available for developing those skills; 3) access to and assistance in using appropriate resources including adult tutors; 4) assessment of student learning outcomes; 5)consultation with the instructor during all stages of the effort to assist students in achieving academic success.

LEARNING RESOURCES CENTER

Mission Statement

The mission of the Learning Resource Center (LRC) is to help meet the instructional support needs of faculty and students. Specifically, the LRC provides students with individualized supplemental resources and instruction to enable them to meet their learning needs outside of the classroom. In operational terms, the LRC strives to broaden knowledge and perspectives; Develop critical thinking and communication skills; Enhance cultural literacy; Encourage a positive attitude toward learning; Equip students to participate in a complex, interdependent world. The Learning Center also assists in the area of Transitional Studies Education by having programs designed to enable those with special learning needs to reach their educational goals. Recognizing individual learning styles, the Oxnard College LRC provides a variety of academic learning materials in video, audio, workbook, and computer software formats. Thus, this allows the students, as learners, to be active participants in their learning process. Through individualized instructional classes, academic skills materials, and other print and non-print media, the Center's programs accommodate all students, regardless of their learning rates, styles, strengths, or weaknesses. Materials and/or supplemental resources are periodically provided for students, by faculty members. Usually these materials are made available from the publishers of the required textbooks for class.

Enrollment Pattern

N/A

External Environmental Factors

Oxnard College has experienced considerable student enrollment growth over the past several years and, is indicated by the findings of this report, the college is expected to grow at an annual rate of 3% over the course of the next five years, increasing the overall student population to more than 9,000 students. It is expected that this growth will result in a continuing increase of demand for the services provided by the LRC.

Projections and Plans for the Future

1. To provide staffing sufficient to meet the year-round demands of the Learning Center.

2. Expand outreach and promotional efforts.

3. Effective communication concerning the functions of the Learning Center dispels myths and avails students an opportunity to gratify basic needs.

4. Disseminate information more widely about the Learning Center so more faculty and staff in areas of college instruction will be encouraged to utilize the area.

5. Put forth efforts so the Learning Center will continue to be an integral program of the college, serving CalWORKS, EASEL, Child Development Career students, distance learning, PACE, ESL.

6. Development of workshops specifically for the Learning Center: Basic sentence development; Paragraph development; Essay writing; Writing library research papers (all disciplines); ESL writing skills; Resume writing.

Faculty/Staff
1. Provide in-service for all new part-time and full-time faculty.
2. Support and participate directly in the renovation plans that are underway for the LCR building.
3. The greatest need is for a Student Service Specialist. This person would be available in the evening. Currently, the Learning Center hires student aides who have to be trained and have constant turn-over for various reasons, i.e. less than 12 units, drop-out or school, transfer to a university, etc. It has taken time to train each one and to determine the strengths, weaknesses, and skills of each person and how his or her skills can best be used.

Facilities
1. There has been consistent growth in the number of students requiring the use of the available resources in the Learning Center. Therefore, it is essential that the location of the Learning Center be changed and a larger amount of area be allocated.
2. Ideas and plans have been forwarded to the Library and Learning Resources Committee concerning the need for additional space and an atmosphere that is more conducive to quiet study. Sharing the space with the Tutorial Center creates a constant volume control problem, which could be and is at times a constant area of complaint. The noise sometimes flows over into the library.
3. According to the draft of the Council for the Advancement of the Standards in Higher Education, *"A learning assistance program must have adequate, suitably located facilities and equipment to support its mission and goals. Facilities for the Learning assistance program must occupy a central location that is convenient and accessible to students, faculty, and other clients. Facilities and equipment must be in compliance with relevant federal, state, provincial, and local requirements to provide for access health, and safety."*

Technology
Since the number of computers in the Learning Center has been increased, the need for technical assistance required to maintain the laboratory has increased. While instructional technology is viewed positively by faculty members, the challenge lies in finding adequate funds to maintain the laboratory.

Student Learning Outcomes (SLOs)
1. Students will be satisfied with the services provided.
2. Students will be aware of the opportunities available.
3. Students with diverse learning styles will be accommodated.
4. Cooperate and network with other areas on campus to ensure student success.
5. Opportunities and services for students will increase. Once the faculty members are better acquainted with what is available for Computer Assisted Instruction as well as classroom instruction, their use of the Learning Center will grow, demanding even more support and input from the laboratory technician.

Methods of Instruction
N/A

LEGAL ASSISTING/PARALEGAL STUDIES

Mission Statement

The purpose of the Legal Assisting/Paralegal Studies Program is to support the mission of the college to provide students with Career and Technical Education that leads to gainful employment and a living wage. The Legal Assisting/Paralegal Studies program prepares students to enter a variety of occupational fields, including paralegal occupations, the business community, public administration, and court systems.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	7	7	7	4	4
Enrollment	172	118	87	122	170
FTES	11.37	7.93	5.23	8.12	11.95
FTEF	1.40	1.40	1.40	0.80	0.80
WSCH per FTEF	243.68	169.96	112.04	304.35	448.16
Success Rate	76.8%	75.2%	80.2%	84.7%	86.5%

External Environmental Factors

A review of the Employment Development Department's LMI data base on demand occupations showed a continuing need for paralegal workers. The current economic downturn, which is projected to continue through 2011 and possibly as far as 2012, has resulted in an upsurge of student enrollment in CTE programs across the campus, including Legal Assisting/Paralegal Studies. The program is presently filled with students and there are wait lists in place of students striving to enter the program. While enrollment and demand is strong, funding support to community colleges by the state continues to be reduced. This economic crisis has made it difficult for the Legal Assisting/Paralegal Studies program to identify and access the resources it needs to maintain an effective program.

Projections and Plans for the Future

Faculty and staff plan to continue working to strengthen collaborative efforts with the local court system, for the purpose of exploring ways to gain external resources to support the program. Faculty will also continue to work towards developing a mock court event in conjunction with the local court system.

Faculty/Staff

By far, the single greatest staffing need of the program is a full-time faculty member to help stabilize and maintain the program. This instructional program is completely staffed by part-time faculty. This is a stand-alone Career and Technical Education program that leads to a specific occupation(s). It is perhaps the only comprehensive instructional program within the college that does not have any full-time faculty. This deficiency in staffing has historically caused serious capacity building problems in terms of curriculum development, curriculum updating, outreach and marketing, student enrollment growth, and other features usually resolved by full-time dedication of full-time faculty. To compensate for the absence of a full-time faculty member, (a) the administration of the college approved a 50 hour per semester facilitator to maintain effective

communication between all Legal Assisting/Paralegal Studies faculty and the area dean, (b) as well as to serve as the lead advocate for the program. This provision was approved two years ago but was defunded for the fall 2009 due to budget cuts across the campus. Restoration of this hourly support is essential to the continued success of the program. This need was also reported in the2004 Educational Master Plan (Page 101). The enrollment history of this program, beginning in 2003, clearly showed that irrespective of economic shifts, when the appropriate level of staffing support is provided to the program, it has excelled in enrollment, student retention, and overall student success.

Facilities
Consistent with instructional programs across the campus, larger classrooms and smart technology continue to be a primary need of the program. Intermittently, the program has had difficulty maintaining access to a PC lab to administer its computer assisted legal research course. In effect, the program will continue to need access to a PC lab to facilitate this required course.

Technology
Consistent with other faculty across the campus, and area deans, the Legal Assisting/Paralegal Studies Program has requested that all of their classrooms be retrofitted as smart classrooms.

Student Learning Outcomes (SLOs)
Faculty and staff from this program are fully committed to the college's integrated planning efforts, including the SLO initiative.   All SLOs for the program will be completed and posted by fall 2010. The desired proficiency level, per ACCJC/WASC standards will be achieved.

Methods of Instruction
Faculty assigned to this program use traditional lecture and smart classroom technology to facilitate instruction. All courses in this program have been approved for distance education delivery.

Mission Statement

The mission of the Oxnard College Library is to provide high-quality information services to the College's students, faculty and staff at low and socially-shared costs. This is accomplished through the following means:

- Maintenance and circulation of 27,000 books and 100 periodical subscriptions.

- Maintenance and circulation of 1475 reserve textbooks and other course-related materials.

- Provision of subscription database services for retrieval of current and retrospective articles from 5000+ print-based magazines, newspapers and academic journals.

- Maintenance of and access to an electronic book (e-book) collection of 14000 titles.

- Teaching students how to access, evaluate, document and use information found in the Library's resources as well as on the Internet/World Wide Web for academic and personal use.

External Environmental Factors

Between the years 1989-2009, the relationship between library users throughout North America and their libraries has changed irrevocably. The availability of free online information sources means that many citizens are satisfied to "google" for their information needs without a second thought about becoming savvy "information consumers" at all. Public libraries still cater to the recreational reading and parent resource needs of their "patrons", though their librarians answer far fewer reference requests than during the 1960-1989 era. These trends are mirrored in today's academic libraries as well. College students expect their collegiate library to be a study hall for both individual and group learning. They need well-functioning computer laboratory spaces to complete assignments for traditional and distance learning classes. The collegiate librarian's job remains as a teacher of research techniques, but the tools and technologies used to impart these lessons have changed completely. In the near future, published-in-print resources will become less and less relevant to students and their instructors. Computerized information resources and archives will largely supplant traditional resources.

Projections and Plans for the Future

Construction of the new extension for the Library and Learning Resource Center in spring of 2009. This new building will be adjacent to and connected with the existing LRC Building. Its design will incorporate all of the features mentioned above: large computer labs, group study rooms and a dedicated Library Instruction space for classroom teaching (commonly called by the obsolete term: "library orientations").

Faculty/Staff

The Library needs, first and foremost, a stable management structure. It has been shuffled from one manager to another four times since the retirement (and non-replacement) of the Dean of Library/Learning Resources in July 2007. Its latest manager will be leaving in July 2009 with an as-yet-unknown replacement. A new manager with a master's degree in library/information science is a priority when staffing needs are addressed. The Library currently has 3.0 FTE employees: one Associate Librarian, one Library Assistant and one Library Technical Assistant. Long before the opening of the new Learning Resource Center ca. January 2011, the Library must have in place at least one additional Library Assistant, one Associate Librarian (position restorations) and one Information Technology professional (new) dedicated to the Library, Learning Center and Tutorial Center functions. As the premier computer lab in a new structure, demands on the LRC environment can be expected to greatly increase.

Facilities
The current Library uses the north half of the first floor of the existing Learning Resource Center building. The space is shared with Counseling, Information Technology and other users. The space is inadequate and its décor is obsolete. As part of the move to the new Learning Resource Center, the existing space will be renovated for other uses.

Technology
The Library has been promised 20 new student computer stations for Summer 2009. We will also receive PC Reservation, which will allow staff to limit computer usage by time and enrollment status. That is, usage by the general public can be limited by staff discretion to concentrate on students, our primary clientele. To respond to many requests, a student-accessible wireless network will be added to enable usage of laptop computers and other mobile devices.

Curriculum
The Library has only offered a for-credit class in research techniques once in 2001. With only one full-time and two part-time librarians, there are no plans to offer such classes in the immediate future. Details on Library Instruction are offered under the heading "Methods of Instruction".

Student Learning Outcomes (SLOs)
For some time, the Librarians have asked students in Library Instruction sessions to have as a goal to leave with "one book and one article on your chosen subject", or some variation thereof. It is time to formalize, measure and evaluate these goals into SLOs. These matters will be considered by the Library & Learning Resources Advisory Committee, which also functions as Subcommittee IIC, Library and Learning Resources for accreditation purposes.

Methods of Instruction
The Librarians use two primary delivery methods:
- Individual tutoring on research, citation and documentation techniques and

- Library Instruction, which involves bringing a class section to the Library for group teaching at the request of classroom instructors.

Because LI involves the assigned class time of another instructor, it cannot be counted for purposes of revenue generation. The Librarian is, essentially, acting as a guest lecturer. The existing reference/instruction space is, effectively, a Smart Classroom space, though it has no walls for privacy. This, too, will be addressed in the design of the new Learning Resource Center.

MARINE STUDIES

Mission Statement

The mission of the Marine Studies program is to provide a diverse learning environment designed to meet the educational needs of our students. The Marine Studies program is unique in that it offers transfer level courses in both the physical and life sciences. The Marine Studies curriculum also supports the science needs of other disciplines and programs including environmental studies. The program assists our students in developing skills in critical thinking, use of the scientific method, care of living organisms, use of technology, literature search, field research, and problem solving.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	14	18	15	15	15
Enrollment	327	259	291	362	323
FTES	32.71	25.82	29.10	37.80	33.93
FTEF	1.80	2.17	2.30	2.47	2.33
WSCH per FTEF	545.17	357.52	379.58	459.74	436.29
Success Rate	72.8%	75.3%	71.9%	68.7%	72.3%

External Environmental Factors

The Marine Studies Program at Oxnard College is the only such program within the District and Ventura County. This program attracts students who would normally attend Ventura or Moorpark Colleges, as well as students from Universities who come to Oxnard College specifically to take Marine Studies courses. Students from high schools throughout Ventura County and re-entry students who would not normally attend classes at the Main Campus sign up for Marine Studies and other classes (e.g. Art History) offered at the Oxnard College Marine Center.

The Marine Studies Program offers many students their first encounter with science in a way that is both interesting and fun. At a Minority Serving Institution, the Marine Studies Program is particularly important since minorities are under-represented in the marine science fields and federal agencies, such as NOAA, are actively seeking minority recruits to replace their retiring scientists. Grant-supported activities with our educational partners provide students an understanding of a variety of marine careers and the necessary educational pathways required to succeed.

The Marine Studies Program is committed to community outreach at all grade levels and to the general public through programs at the Marine Center and Aquarium such as the "Science by the Sea" K-12 educational program and the Harborside Speaker Series.

Projections and Plans for the Future

The Science Department is developing a new degree program in Coastal Resource Management. This program will assimilate the Marine Science Program. This will help to encourage student involvement in the STEM (science, technology, engineering, and math) fields. The primary site for marine science is at the Oxnard College Marine Center and Aquarium located at Channel Islands Harbor. In addition to marine science, courses in environmental studies, art history, and physical geology are currently taught at the Marine Center. The Fisherman's Wharf area where the Marine Center is located is scheduled for demolition in spring 2011. Negotiations for both a temporary and a permanent site for the Marine Center are ongoing with the administration of Channel Islands Harbor. In addition, a possible future

permanent site for the Marine Center is being discussed with the primary lease holder of the Fisherman's Wharf at Channel Islands Harbor. The timing of these moves is a function of the economy and tentative demolition plans of the primary lease holder for Fisherman's Wharf.

Faculty/Staff
In addition to full-time and adjunct faculty, the marine studies program and the Marine Center are currently staffed with a 19 hour/week laboratory technician who also conducts outreach to the local high schools and community. In addition, the STEM Grant temporarily funds an 18 hour/week aquarist who manages the maintenance and installation of the aquaria used by the students in the program. Oxnard College needs to institutionalize and permanently funded this position.

Facilities
Courses in Marine Studies are taught at three locations: on Campus; at the satellite campus facility at Channel Islands Harbor (the Oxnard College Marine Center and Aquarium); and at the Channel Islands Marine Resource Institute (CIMRI) in Port Hueneme. Marine Studies faculty, staff, and students provide outreach on behalf of Oxnard College to the K-12 students of Ventura County through our student-taught educational programs offered at the Marine Center and by visiting high schools within the County to promote the Marine Studies Program. During this past year, over 5,000 visitors have passed through the Marine Center. The Marine Center also provides a location for the general public to see local marine organisms, participate in community-wide events such as Halloween Under the Sea, and hear local experts in marine related issued through the Harborside Speaker Series. The Harborside Speaker Series is offered twice a month at the Marine Center and attracts an average of 80 students and community members to each lecture. Other community groups, such as the CINMS, and the Gold Coast Science Network, use the Marine Center classroom as a meeting location, and as a result gain a positive impression of Oxnard College.
The Marine Center is located in a building at Fisherman's Wharf at Channel Islands Harbor. The Marine Center has two classrooms/laboratories, wet and dry display rooms, and an office area. The college pays $500/month for use of the building. The building in which the Center is located is scheduled to be demolished during the spring of 2011. Currently discussions are ongoing and very positive with the management of Channel Islands Harbor and the City of Oxnard to locate an interim facility for the Marine Center. In addition, the management group for the new Fisherman's Wharf has expressed a strong interest in the Marine Center moving into a new and larger site after reconstruction. The date of demolition and reconstruction are dependent on the economy in Ventura County. Marine Studies Laboratories at the main campus and at the Marine Center need to be fitted with smart technology.

Technology
Ten new desktop and 35 laptop computers with Geographic Information System software are scheduled to be located at the Marine Center. During the past six months five new aquaria have been installed at the Marine Center. Three other aquaria are scheduled to come online during the next 6 months. These aquaria are used for student projects, teaching demonstrations and outreach. Funding is necessary for upkeep of the aquaria at the Marine Center. In addition, the program is in need of the following technological support: analytical equipment in all of the marine science laboratories, (2) field equipment, and (3) smart classrooms.

Curriculum
Lead instructors in the Oxnard College Marine Studies Program strive to keep all of its course outlines, information, and program information presented in the Oxnard College Catalogue up to date. As the Marine Studies program continues to attract students we expect to be offering additional sections of our entry level laboratory courses (Marine Biology and Oceanography) and create new courses, both lecture

and laboratory, which will complement the Coastal Conservation and Resource Management Program currently in development stages. It is expected that several of these new courses will be offered at the Oxnard College Marine Center satellite location as classroom space on Campus is already at a premium.

Student Learning Outcomes (SLOs)
The Marine Studies faculty is in the process of developing Student Learning Outcomes for all of the marine studies courses.

Methods of Instruction
The Marine Studies Program includes course with lecture, laboratory, and field components. Outstanding full-time and adjunct faculty in the Marine Studies Program prepare students for a career in the marine and environmental sciences through hands-on laboratory and field activities, online simulations, multi-media lecture presentations, student research projects, and an emphasis on critical thinking.

MATHEMATICS

Mission Statement

The mission of the Mathematics program at Oxnard College is to provide a diverse learning environment designed to meet the educational goals of our students. Our curriculum supports the mathematical needs of other disciplines and programs. We help our students develop basic computational skills, logical reasoning, and problem solving skills. The department offers a broad spectrum of mathematics classes that are useful for skill levels from developmental to transfer level requirements. Furthermore, the faculty is dedicated to providing opportunities that promote student success. Whether you wish to refresh basic math concepts, complete the requirements for your certificate, A.A., A.S. degree, or transfer to a four-year institution, we have the right course for you! Our standard courses range from Basic Mathematics through Algebra and Trigonometry, leading into Calculus, Linear Algebra and Differential Equations. Courses such as Statistics, Business Calculus, and Math for Elementary Teachers enable student to complete university degree requirements.

Enrollment Patterns

	Fall 2004	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**
Sections	68	62	62	75	81
Enrollment	2,046	1,942	2,041	2,041	2,064
FTES	299.69	282.58	289.02	288.89	292.52
FTEF	17.86	16.53	17.06	18.13	18.93
WSCH per FTEF	503.27	512.80	508.10	478.00	463.54
Success Rate	49.5%	48.4%	44.8%	49.4%	51.2%

Student enrollment during the last five years has been steady within the math program. Poor performance in mathematics is not a local phenomenon nor is it a reflection on the Oxnard Mathematics program or faculty. It may be argued that statewide (and nationwide) entering students typically assess below college level.

External Environmental Factors

Economic downturns and advances in technology prompt adults to seek upgrading their skills and knowledge by completing college level classes. Community Colleges have the tendency to offer programs that have traditionally been tailored to serve working adults. Due to the on-going economic crisis we are facing, Oxnard College has actually experienced an enrollment increase of about 13% during the spring 2009. This boost can be explained by the downsizing of companies and manufacturers we are experiencing in our community. Locals are turning to the colleges for assistance in higher and better training for a wide range of occupations. In addition, universities have reduced the number of student admitted.

Projections and Plans for the Future

The majority of students entering Oxnard College will continue to require pre-collegiate academic remediation, in math, in order to be successful in college- level and university-transferable courses. In order to better assist our future students with a smoother transition into college, the Mathematics Department is seeking opportunities to develop partnerships with the local high-schools through the HSI-STEM grant. We are currently implementing a summer math academy at the college to better serve our local high school population and increase the number of graduates in the STEM major. Besides the HSI-STEM grant, the College has entered into a number of grants. The College needs to ensure that the

success full programs [e.g. Supplemental Instruction, Success Academy, projected course and program-planning offerings] initiated in these numerous grants are implemented as a permanent part of the College academic program. Sustaining and strengthening such an endeavor for many years to come fulfills the vision of the Mathematics Department.

Faculty/Staff

The Mathematics Department has lost one full-time faculty during the year 2008 due to early retirement. This loss has caused the department to cancel classes due to the lack of quality instructors. As the enrollment at Oxnard College soars, as demand for mathematics courses increases with the population, as the general mathematics competency requirements for graduation rises, as the College continues to obtain grants which increase mathematics offerings [e.g. HSI-STEM, the Success Academy], as the pool of qualified adjunct faculty is nearly non-existent, the need to obtain additional highly proficient mathematics instructors is paramount. The replacement of a full-time instructor is essential if the department is to continue offering a quality program.

Facilities

The majority of our classrooms are not smart classrooms. Classrooms equipped with a computer and a LCD projector are desirable to effectively teach certain concepts. This request would benefit student learning. As projected enrollment growth is expected, additional classrooms are needed to accommodate the increase of section offerings and additional office space is needed to accommodate the hiring of more full-time faculty. As more and more students enroll at the success academy, a bigger lab with more computers and more tutors will be needed to efficiently deal with this projected growth.

Technology

In order for the program to better assist its students with quality of instruction and remain competitive as a whole, it will need to acquire additional instructional equipment that includes (1) laptops for faculty use in the classroom, (2) update current computer labs, and (3) purchase more TI-calculators for students' use

Curriculum

The Mathematics Department strives to keep all of the course outlines and course information presented in the college catalog updated.

Student Learning Outcomes (SLOs)

The Mathematics Department has already developed SLOs for six of its courses and continues to develop more assessment for student learning outcomes as more courses come up for revision.

Methods of instruction

Enhancing the methods of instruction for the program is a continuous improvement priority of faculty and the college. It is expected that the math department will continue to accelerate its use of new and emerging technology, including Smart Classroom support and distance education.

Mission Statement

The purpose of the matriculation process at Oxnard College is to support the open access mission of Oxnard College and the other 109 colleges of the California Community College system. Adherence to the matriculation process supports students' access to the college by ensuring that they are assessed, placed and counseled in an equitable manner. Per the State Chancellor's declaration, the specific "goals of matriculation are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the matriculation process." The matriculation process consists of eight components, six of which provide direct services to students. Matriculation provides access to potential students and assists them in making academic and vocational choices based on their academic abilities and educational goals. Institutional access is a primary objective of the matriculation process. Pursuant to Title 5 Regulations, the core components that make up a matriculation program include the following:

Eight Components of the Matriculation Process – California Community Colleges			
1	Admissions	5	Follow-up (Early Alert. etc.)
2	Assessment	6	Orientation
3	Research and Evaluation	7	Coordination and Training
4	Counseling and Advisement	8	Prerequisites, co-requisites, and advisories on recommended preparation

Recent Trends and Current Status

Student enrollment and corresponding matriculation needs continue to grow. Given the recent and the projected increase in student enrollment, the program is faced with a major challenge. The program continues to be cut-back in funding at a time when student enrollment is on the increase. Contingency planning will play a major factor in the future of the program, including the re-evaluation of how services are maintained and delivered. In addition, the college continues to increase its need for *special accommodations* to provide equitable services for certain student groups whose needs (e.g. ESL students) that are not being addressed.

Projections and Plans for the Future

The online new student orientation is scheduled to be completed during the summer of 2009. Students completing the Online Orientation will be tracked to determine success rate VS those who attend a campus orientation. Oxnard College would like to be provided with better information on how students going through matriculation performed in comparison to the total College population. Early Academic Alert procedures will be strengthened and a Matriculation Advisory Council will be established.

Facilities

Matriculation personnel, along with all student services units, were relocated to the new Student Services and Administration building. Presently, assigned facilities are adequate.

Technology

Oxnard College uses the state approved ACT COMPASS computerized assessment tests. These tools allows students, including non and limited English speaking students a consistent evaluation of basic academic skills; assessment tests are available both day and evening hours. An internet portal will be available to all students and staff in 2009. Students will be able to access academic records, link to coursework assignments, grades, and other information. This new system will provide an email system for students to better communicate with instructors, classmates; additionally, it has a customizing feature allowing students access to internet links from other sites. In the summer of 2009, the capacity to assess will significantly increase due to the completion of the new Student Services building; the new Assessment Center will be able to increase the number of students who can assess at any one time from 15 to 35. A new online Orientation is presently being developed and is scheduled to be ready for use by summer of 2009. Refresher/replacement and IT support will continue to be needed to support this operation.

Student Learning Outcomes (SLOs)

All student services units have developed Student Learning Outcomes at the operational and/or program level. The status of those SLO's in terms of developing a process for tracking, assessment and continuous improvement and corresponding services to students is an ongoing process. It is expected that this unit will meet the ACJCC SLO timelines for full SLO compliance.

Methods of Instruction

The program provides ongoing Orientation services to incoming students where they are instructed in how to effectively access student's services, pursue academic advisement, and update their educational plans.

NATURAL SCIENCES

The Natural Science Department at Oxnard College consists of the following disciplines: Anatomy, Astronomy, Biology, Chemistry, Environmental Science and Resource Management, Geography, Geology, Marine Studies, Microbiology, Physical Science, Physics and Physiology.

Mission Statement

The mission of the Natural Science Program at Oxnard College is to provide a diverse learning environment designed to meet the educational needs of our students. Our curriculum also supports the science needs of other disciplines and programs, including Nursing, Dental Hygiene, and Environmental Science. We help our students develop skills in critical thinking, the scientific method, and use of technology, literature search and problem solving.

Enrollment Patterns/Natural Sciences

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections					
Enrollment	1356	1447	1604	1621	1681
FTES	180.31	193.72	220.97	239.64	255.80
FTEF	11.78	12.83	13.77	16.00	16.47
WSCH per FTEF	459.09	452.88	481.54	449.35	466.05
Success Rate	70.4%	74.7%	70.8%	75.1%	74.1%

We offer one A.S. degree in Biology but we are developing A.S. degrees in Chemistry, Physics and Coastal Resource Management.

Enrollment Pattern/Biology

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	13	16	16	20	19
Enrollment	499	594	655	660	641
FTES	50.53	60.20	66.43	66.93	64.87
FTEF	2.17	2.87	2.87	3.57	3.17
WSCH per FTEF	699.71	630.01	695.25	563.00	614.54
Success Rate	64.3%	61.2%	64.3%	60.2%	56.3%

External Environmental Factors

Nationwide there is an increased demand for scientific professionals as many current scientists are reaching retirement age and organizations strive to hire individuals that better reflect the demographics of the nation. It is expected that this demand will remain strong in the majority of science disciplines with exceptional growth in the biotechnology, health and environmental fields. Increased enrollment in the Oxnard College Natural Science Program reflects this growing need for trained professionals at all levels in the scientific fields. The Oxnard College Natural Science Program enrollment increase may also be due to the commitment of the science faculty to community outreach at all grade levels and to the general public through partnerships with local industry, government agencies, universities, and K-12 schools.

Projections and Plans for the Future

The Natural Science Department at Oxnard College plans to add several new A.S. degrees. These include a degree in Coastal Resource Management, Chemistry and Physics. This will help assist students with a smoother transition into a university setting. It will also help encourage enrollment in STEM (science, technology, engineering and math) fields. Recently we received an HSI (Hispanic serving institution) STEM grant. Because of this we will continue to develop new educational and job skills training partnerships with local industry, government agencies, universities and K-12 schools and promote the transfer of STEM students to four-year institutions. In addition, we currently have several geography courses taught online and we hope in the near future to develop online chemistry courses.

Faculty/Staff

Several years ago Oxnard College lost its full-time physics instructor due to an intra-district transfer. Restoration of that position is critical to the success of the college's effort to achieve comprehensive science instruction (e.g. astronomy). To meet the state mandated full-time to part-time instructor ratio a full-time physics instructor who can teach astronomy is needed. In addition, with our continued growth, we are in need of another full-time laboratory technician to support our science laboratory classes as our two full-time laboratory technicians are overworked.

Facilities

The program continues to have a critical need for larger classrooms and science labs that are fitted with smart technology. We have no dedicated laboratory space for general biology and majors biology classes and we have outgrown our lab space in chemistry and microbiology.

Technology

The program is in need of the following technological support: (1) laptop computers for use by students in laboratories with supporting software, (2) analytical equipment in all the science laboratories, and (3) smart classrooms.

Curriculum

Lead instructors in the Oxnard College Natural Science Department strive to keep all of its course outlines, course information, and program information presented in the Oxnard College catalog updated

Student Learning Outcomes (SLOs)

The Science Department has developed Student Learning Outcomes (SLOs) for thirteen of its courses and has developed Program SLOs for the Biology degree. As courses come up for revision SLOs will continue to be added.

Methods of instruction

Enhancing the methods of instruction for science classes is a continual priority of all the faculty and staff affiliated with the Oxnard College Natural Science Program. Hands-on laboratory activities, online simulations, multi-media lecture presentations, student research projects, emphasis on critical thinking, and qualified full-time and part-time faculty combine to prepare students in the Natural Science Program for their future career whether it is in a science field or not.

OUTREACH AND RECRUITMENT

Mission Statement
The purpose of the Outreach and Recruitment Office (ORC) is to support the open access mission of Oxnard College and the other 109 public community colleges in California. Operationally, the ORC reaches out to high schools and the community at large to promote the educational and career training opportunities available at Oxnard College. ORC Staff inform and link students to the college's various entry points, including the matriculation process, student financial aid, and the counseling center.

Program/Service Description
Specifically, the ORC coordinates its efforts with various programs and activities of the college throughout the academic year. Following is a table that exemplifies the number of students and related activities connected to the outreach center.

Activity/Program	Spring 2007	Fall 2007	Spring 2008	Fall 2008
Walk-ins Information Center	725	891	623	3707
SA HS visits	170	180	350	360
Campus tours	520	300	60	950
OC classroom visits	43	50	50	60
Follow-up phone calls	No info	No Info	3757/484*	166
O&R activities/events	No info	No info	22	22

Support to the program includes an <u>OC Student Ambassadors</u> initiative: These students visit OUHSD high schools to provide prospective students with information about the campus, the programs and most importantly to share their stories about student life at Oxnard College. <u>Campus tours</u>: The purpose of the campus tour is to give K-12 students from throughout Oxnard an opportunity to visit Oxnard College. The campus tour includes 15-minute presentations by Admissions & Records, Counseling, Assessment Financial Aid, the Library, the Learning Center, the Gym; they tour a math and science course, the Auto Body and Repair, Dental Hygiene and HRM. <u>Classroom visits:</u> During the 4th week of the every semester, Student Ambassadors visit lower-division English and Math courses to encourage students' awareness of academic support services available on campus. <u>Student Follow-up</u>: The purpose of this activity is to follow-up on both prospective and OC students.   The phone calls to HS seniors are made during the spring semester to remind them to apply to OC.

Recent Trends and Current Status
A recent trend has included Admissions & Records staff strongly encouraging all new students to begin learning how to use online services by submitting admission application online.   In addition, new and continuing students are encouraged to enroll for classes online. As a result, the number of students using the computers in the Information Center/Outreach & Recruitment office has increased significantly. Outreach personnel are coordinating their efforts with this increased use of automation.

Projections and Plans for the Future
Student Ambassadors: A formal training will be developed to ensure all Student Ambassadors will be able to respond with needed level of support services to incoming students.

Factors Expected to Affect the Future Program/Service: The current and projected economic downturn will continue to affect our access to fiscal resources.

Faculty/Staff
As student enrollment increases, the number of student s visiting the Information Center will increase significantly. In order to maintain a high level of service, it is imperative the Information Center is adequately staffed with both full-time staff and well-trained Student Ambassadors to meet the needs of our students.   In order to improve customer service, additional Student Ambassadors need to be hired as their counterparts transfer or leave.

Facilities
Outreach & Recruitment/Information Center was relocated to the new Student Services and Administration building in July 2009. The new building will provide additional computers for student access. It will also provide office space for staff to discuss confidential student matters.

Technology
The ORC will continue to require access to PC, IT, and technology support.

Curriculum
N/A

Student Learning Outcomes
All student services units have developed Student Learning Outcomes at the operational and/or program level. The status of those SLO's in terms of developing a process for assessment and continuous improvement SLOs and corresponding services to students is an ongoing process. It is expected that this unit will meet the ACJCC SLO timelines for full SLO compliance.

Methods of Instruction
N/A

OXNARD COLLEGE TELEVISION STATION

Mission Statement
The Oxnard College Television Production Unit and Station (OCTV) supports the mission of the college and its student learning goals by providing instruction, student services, business services, and administration with video/moving media production services and support and, through its cable channel, a college outreach and community information voice and vehicle.

OCTV is a fully equipped television production studio and post-production facility. In its instructional capacity, OCTV connects elements of the multiple instructional units into one creative vision. In addition, the station provides the college's Television instructional program with the opportunity to assist students with the "hands on" experience required to apply their academic learning in a real world setting.

External Environmental Factors
In an era in which video/moving media have become primary means of information delivery, via television, video presentations, and the Internet and its social networking capacity, the demand for the college's capacity to produce and distribute video information in support of instruction, student services, and outreach has become increasingly foundational.

Projection and Plans for the Future
The OCTV unit is proceeding with its plans to relocate to the new Performing Arts Center (PAC) which is scheduled to be completed in 2011. Plans include the filming of events scheduled at the PAC. Additionally, plans for the future include a continuing assessment of how imagery will be delivered through the station in terms of new and emerging technology, including creating both streaming and on demand content distribution on line.

Technology
In order to remain current with evolving media technology, the program will need to meet fluctuating fiscal situations with flexibility and resourcefulness. The increasing affordability of equipment needed for production and distribution will permit OCTV to develop and share high quality content through a variety of outlets.

Methods of Instruction
OCTV is not itself an instructional unit. It will continue to provide high-quality instructional media development to all instructional programs and to collaborate with the instructional program in television production**.**

PERFORMING ARTS

The Performing Arts program at Oxnard College includes Music, Theatre Arts, and Dance.

Mission Statement

The mission of the Performing Arts **(PA)** Department is to provide students with diverse learning experiences in Music, Theatre and Dance. This instruction is offered to students in the form of elective credit, general education, and transfer credits.

Enrollment Pattern: MUSIC

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	11	11	12	12	14
Enrollment	240	224	286	275	288
FTES	24.17	22.63	29.06	28.37	30.35
FTEF	1.73	1.93	2.13	2.13	2.17
WSCH per FTEF	418.28	351.15	408.63	399.04	420.31
Success Rate	59.1%	62.9%	58.9%	47.3%	52.1%

Enrollment Pattern: DANCE (Presently functioning with a Physical Education- PE titles)

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	2	2	2	2	2
Enrollment	58	51	47	52	60
FTES	6.00	5.30	4.90	5.47	6.47
FTEF	0.36	0.36	0.36	0.36	0.36
WSCH per FTEF	506.61	447.51	413.73	461.58	546.02
Success Rate	82.8%	61.7%	76.6%	79.2%	72.9%

Enrollment Pattern: THEATRE ARTS

In restorative stage for 2012.

External Environmental Factors

With the construction of the new Performing Arts Center due to be completed in 2011, the capacity building needs of the PA program must be addressed in order to fully actualize the use of the new facility and to meet the PA instructional needs the community it serves. An external scan of the environment included an examination of PA student enrollment at neighboring colleges and it was found that enrollment in music, dance and theatre arts was high.

Projections and Plans for the Future

The direction of the program consists of a three-fold strategy: (1) to reinstate the Theatre program, (2) move the Dance program into the Performing Arts facility, and (3) identify the funding and related resources to restore and/or increase their capacity to meet the performing arts needs of the college and the community.

Faculty/Staff

With the anticipated restoration or the Theatre Arts program, a full-time instructor will be required to effective launch the program. Additional part-time dance instructors will be required to meet t the expansion of that program. The existent full time Music instructor's position will be retained and it is anticipated that second full-time instructor will be required as the program grows.

Facilities

Lead staff for the PA program is requesting that performing arts programs be given priority for access and use of the new performing arts center. It is necessary to review the use of the upcoming Performing Arts building with a goal of housing the future development of the performing arts department in music, dance, theater, and stage craft areas of study. Currently, the facilities of the Music Department consist of two adjacent regular classrooms (LA-5 and 4); one used as a lecture room with 35 seats and the other used as a piano lab with 26 electric keyboards, for a total of @ 1,450 square feet.

Technology

The program is in need of a music technology lab. In addition, the music program is requesting that assigned classrooms be fitted with smart technology. The performing arts center building needs to be assessed for appropriate technology such as lighting, sound equipment, projectors for showing film and teaching in the auditorium and overall a smart classroom approach in any rooms used for teaching and performing. Furthermore, the television studio area of the performing arts center is in need of technology review and a plan to meet the needs for that area as well. A technology plan for addressing these needs must be established with a reasonable implementation plan for the use of these spaces.

Curriculum

There are currently no theater arts curriculum offerings at Oxnard College. The curriculum needs to be developed in accordance with current curriculum guidelines and in relation to potential articulation to four year universities.

The course offerings in the Dance program need to have the curriculum submitted for cross-listing with PE. Further courses need to be developed to prepare production level student dance and to potentially articulate to four year universities.

Music offerings need to be assessed with a mindset of performance preparation and potential for articulation to four year universities. A plan for curriculum development to meet this goal needs to be established and the beginning elements of such plan to be implemented.

Student Learning Outcomes (SLOs)

The Music Department and dancing unit have developed SLOs for courses recently revised and continues to develop more assessments for SLOs in a timely manner as other courses come up for revision.

Methods of instruction

Enhancing the methods of instruction for the program is a continuous improvement priority of faculty. It is the hope of the Performing Arts Department that Smart Classroom Technology will become an integral part of the learning experience in the Performing Arts at Oxnard College.

PHILOSOPHY

Mission Statement:
The Philosophy program at Oxnard College is dedicated to academic success including intellectual growth of its students and their personal and professional success.   In all of our courses, emphasis is placed on the theoretical and practical aspects of the subject matter in an effort to establish analytical, critical and everyday skills needed to become productive students and citizens. Students are encouraged to develop independent thinking skills which will help them to succeed in their education and in life.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	13	13	12	14	15
Enrollment	473	421	497	437	521
FTES	47.30	42.10	45.91	40.41	48.70
FTEF	2.60	2.60	2.40	2.40	3.00
WSCH per FTEF	545.77	485.77	573.93	505.08	509.34
Success Rate	76.7%	72.1%	69.2%	68.4%	73.0%

Factors Expected to Affect the Future of the Program
Based on current budget and economic crises, the program anticipates that while student enrollments will increase, the program will not be able to accommodate these students given that the number of sections offered at the College has been decreasing due to budget cuts.   The department expects that more students will be attending or returning to college given the current job market and that the college will not be able to respond to the increasing demand for courses.

Projections and Plans for the Future
Currently, Philosophy is working with other faculty to create new courses and programs such as a Global Studies Program and an Environmental Studies Program. Upon establishing such programs, the department expects a higher enrollment in the courses that satisfy these new programs.   In addition, in regards to online instruction, the overall demand for online courses is increasing and the program expects to increase the number of online courses offered in Philosophy.

Faculty/Staff
Philosophy does not expect to hire additional faculty within the next few years.

Facilities
Classroom sizes range from 35-40. The department needs more classrooms that can accommodate larger sections (80 students or more).

Technology
The College needs greater consistency in its "smart" classrooms and consistent personnel to address faculty's technology needs.   The College lacks proper training and support for both students and faculty. Faculty input in regards to major technological decisions and changes in such areas as online course delivery or changes to telecourse materials is also necessary. There is limited communication between faculty that teach online courses/distant learning courses and

those that make decisions at the district level. There needs to be improved faculty input and communication in regards to technology both within the College and across the district.

Curriculum
Several courses have been recently developed in Philosophy such as: World Religions, Contemporary Moral Problems, and Classical Mythology. Two of the courses (World Religions and Contemporary Moral Problems) can be included in the plans to create a Social Science Global Studies Program.

Student Learning Outcomes (SLOs)
Program level SLOs have been completed. Course SLOs are being developed and verified on an ongoing basis.

Methods of Instruction
The program has sought to develop learning communities with English and is working within the Social Science department to develop new programs such as a Global Studies Program and an Environmental Studies Program. An ongoing goal of the Philosophy Department is to keep pace with changing technologies and to help shape the development and use of new educational modalities at the College.

Tutoring: Students enrolled in Social Science courses require effective tutoring in the appropriate skills needed for success in a Social Science course. Effective tutoring includes: 1) assessment of particular skills needed for success; 2) academic counseling about methods and resources available for developing those skill; 3) access to and assistance in using appropriate resources including adult tutors; 4) assessment of tutoring plans in consultation with the instructor during all stages of the effort to assist students in achieving academic success

Mission Statement

The mission of Oxnard College's Physical Education and Health Education department is to provide students with an opportunity to (1) actively achieve optimum health through direct participation in physical education, activity oriented courses, and (2) to develop a theoretical understanding and appreciation about health in general through completion of relevant, lecture oriented courses. In terms of institutional goals, the program offers students courses that meet general education, degree, and transfer credit requirements.

Enrollment Pattern: Physical Education

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	37	34	36	37	27
Enrollment	1,021	963	973	1,303	1,527
FTES	131.87	127.47	131.47	139.23	143.32
FTEF	8.57	8.06	9.35	9.95	11.18
WSCH per FTEF	461.46	474.32	421.81	419.90	384.66
Success Rate	78.6%	79.1%	80.7%	69.5%	66.1%

The enrollment numbers above show an overall increase from fall 2004 to fall 2008 in the physical education courses. This can be attributed to the fitness lab and full class rosters in courses associated with our athletic programs. A decrease in FTES can be attributed to the P.E. Fitness Lab which is based on positive attendance hours. At the time the 2008 data was provided, hours had not been calculated. The success rate for PE was 80.5 % in the fall of 2006 and lower, 69.9 % in the fall of 2007. The drop in success rate in the PE classes can also be attributed to the fitness lab. The computer system designed to track student attendance did not function. There was also a lack of staff continuity in the program. One full time faculty member transferred to Moorpark College and not replaced. One full time faculty took a   sabbatical; programs were suspended and later reinstated (fall of 2008). The program hired a new Athletic Director fall of 2007. He left October 30, 2008. A new Athletic Director will begin June 1, 2009.

Enrollment Pattern: Health Education

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	13	13	13	13	14
Enrollment	501	435	496	568	588
FTES	44.83	38.83	44.52	51.70	53.45
FTEF	2.33	2.33	2.73	2.33	2.53
WSCH per FTEF	576.46	499.31	488.62	664.71	632.98
Success Rate	69.5%	65.2%	68.8%	73.1%	77.7%

An increase in our health education enrollment can be attributed to the number of courses and sections offered. The decrease in overall success rate can be attributed to having 29 part time instructors and only 2 full time instructors. The program's instability due to not having a department chair or athletic director has also had an adverse affect on the program. The first department chair position was created in March 2009 and a new chair was elected unanimously.

External Environmental Factors

The State's LMI/EDD datamart (eddlmi.gov) has noted a multitude of occupations that require completion of a college degree. Physical and Health Education, as a discipline, is a required course of study and/or activity for a course of study that leads to a degree. In essence, there is a continuing demand within the local and regional labor market for Physical and Health Education coursework.

Projections and Plans for the Future

The priority for the PE/HED program is to hire an Athletic Director and additional full time instructors and coaches. Furthermore, to equip the Health Education classroom with updated technology that will provide the instructor with additional instructional options.

Faculty/Staff

In order to increase its delivery and quality of instruction the PE and Health department need four (4) fulltime instructors with coaching duties. In the past five years we have lost two full time instructors. The athletic director also retired. None have been replaced. The department is understaffed. It are the only department at Oxnard College that will be offering 56 classes in the fall, not including staffing the fitness lab with two (2) two full time faculty members. The athletic director normally has 100% release time.

Facilities

The program is in need of an additional classroom/training room. All dance, martial arts, walking/running, and women's conditioning classes share the same room (PE 3). Having an additional room to offer classes would allow for a better schedule and when budget provides, expanded offering of courses which are in demand. The facility restrooms, tennis courts, and Fitness Lab are in need of serious maintenance and repair and/or a process to make and fund such requests.

Technology

In order for the program to increase the quality of instruction, it will need to acquire additional instructional equipment that includes (1) Upgraded Classrooms to include a projector system, lap top (over 10 years old) projection process in room, (2) Mats: The martial arts classes do not have a sufficient amount of mats. The mats that are currently being used may present a liability. They are very old and do not adhere together causing slippage and risk of injury to students.

Curriculum

Lead faculty have continually upgraded and added courses for the program. New courses considered for addition in the near future include Yoga, Softball Theory, and Off Season courses for intercollegiate sports.

Student Learning Outcomes (SLOs)

Faculty and staff from this program are fully committed to the college's integrated planning efforts, including the SLO initiative. The department is in the process of updating all courses that are currently in need of SLOs. Our goal is to have them all completed and posted by fall 2009.

Method of Instruction

N/A

POLITICAL SCIENCE

Mission Statement

The Political Science program at Oxnard College is dedicated to academic success including intellectual growth of its students and their personal and political success.   In all of our courses emphasis is placed on the theoretical and practical aspects of the subject matter in an effort to establish analytical, critical and everyday skills needed to become productive students and citizens. Students are encouraged to become politically aware and politically active in the political and social arenas. This supports the college's mission statement and student success.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	13	11	11	12	11
Enrollment	361	308	388	347	372
FTES	36.25	30.37	40.04	34.70	37.20
FTEF	2.40	2.00	2.00	2.20	2.00
WSCH per FTEF	453.08	455.60	600.55	473.18	558.00
Success Rate	61.4%	66.2%	54.8%	56.7%	55.6%

Factors Expected to Affect the Future of the Program

Based on current budget and economic crises, the program anticipates that while student enrollments will increase, the program will not be able to accommodate these students given the number of sections offered at the College have been decreasing due to budget cuts. The department expects that more students will be attending or returning to College given the current job market and that the college will not be able to respond to the increasing demand for courses.

Projections and Plans for the Future

Currently, Political Science is working with other faculty to create new courses and new programs such as a Global Studies Program and an Environmental Studies Program. Upon establishing such programs the department expects a higher enrollment in the courses that satisfy these new programs. In addition, in regards to online instruction, the overall demand for online courses is increasing and the program expects to increase the number of online courses offered in political science.

Faculty/Staff

Political Science does not expect to hire additional faculty within the next few years.

Facilities

Classroom sizes range from 35-40. The department needs more classrooms that can accommodate larger sections (80 students or more).

Technology

The College needs greater consistency in its "smart" classrooms and consistent personnel to address faculty's technology needs. The College lacks proper training and support for both students and faculty. Faculty input in regards to major technological decisions and changes in such areas as online course delivery or changes to telecourse materials is also necessary. There is

limited communication between faculty that teach online courses/distant learning courses and those that make decisions at the district level. There needs to be improved faculty input and communication in regards to technology both within the College and across the district.

Curriculum
Political Science plans on creating new courses such as Global Political Economy, Latin American Politics and Environmental Politics. In addition, interdisciplinary courses such as Introduction to Social Statistics is also planned for the future.

Student Learning Outcomes (SLOs)
The lead instructor has developed student learning outcomes for the four core courses in the program. These will be instituted as part of the curriculum revision cycle.

Methods of Instruction
The program has sought to develop learning communities with English and is working within the Social Science department to develop new programs such as a Global Studies Program and an Environmental Studies Program.

Tutoring: Student enrolled in Social Science courses require effective tutoring in the appropriate skills needed for success in a Social Science course. Effective tutoring includes: 1) assessment of particular skills needed for success; 2) academic counseling about methods and resources available for developing those skills; 3) access to and assistance in using appropriate resources including adult tutors; 4) assessment of tutoring plans in consultation with the instructor during all stages of the effort to assist students in achieving academic success.

PSYCHOLOGY

Mission Statement

The purpose of the Psychology Program is to support the mission of the college to provide students with the general education and/or select course work required to meet their educational goals. The Psychology Department provides high quality general education in a wide variety of psychology themes and helps to prepare students for professional opportunities in teaching and other careers enhanced by a knowledge of psychology. In addition, it is the mission of the History Program to serve the diverse cultures and populations residing in the Oxnard College service area by offering a selection of topical and culturally specific courses. Implicit in all facets of the program's mission is a commitment to humanistic education that awakens and guides a student's ethical participation in their community. Also, the program provides training in research, writing, critical thinking skills and oral expression, skills that are essential to student success.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	14	14	13	12	13
Enrollment	402	396	345	356	343
FTES	40.20	39.60	34.65	35.60	34.13
FTEF	2.20	2.40	2.20	2.00	2.00
WSCH per FTEF	548.18	495.00	472.55	534.00	511.90
Success Rate	63.0%	48.8%	54.6%	56.9%	49.3%

External Environmental Factors

The current economic recession has resulted in a major increase in students enrolling at Oxnard College to enhance their marketable job skills or to pursue a new career pathway. This increase in student enrollment indicates that the need for general education and specific disciplines will continue to constitute a significant demand. Psychology, in general, supports a large variety of elective and/or core degree requirements across the curriculum and therefore the college will no doubt continue to maintain this program into the distant future.

Projections and Plans for the Future

It is the intent of program to pursue stronger collaborative relationships with the local Mental Health Services Association and the County of Ventura's Behavioral Health Agency for the purpose ensuring that our department is doing its part to help meet the training and professional development needs of that industry. Specifically, the department is exploring the feasibility of updating and expanding its curriculum to meet more of the specific needs of said agencies.

Faculty/Staff

The program will need and expects to retain its (1) full-time instructor and team of adjunct instructors. There is also a need to diversify the course offerings of the program which will require hiring new/additional faculty.

Facilities
With the current emphasis on productivity, there will be constant pressure at the college for scheduling certain larger classrooms. The Psychology program has been getting and must continue to receive its fair share of access to those classrooms. More large classrooms are needed at OC.

Technology
The College needs greater consistency in its "smart" classrooms and consistent personnel to address faculty's technology needs.   Faculty input in regards to major technological decisions and changes in such areas as online course delivery or changes to telecourse materials is also necessary. There is limited communication between faculty that teach online courses/distant learning courses and those that make decisions at the district level. There needs to be improved faculty input and communication in regards to technology both within the College and across the district.

Curriculum
The Psychology program has progressively updated and improved its curriculum through the regular course outline revision process. This review incorporates the prevailing trends for the profession and the articulation patterns adopted at four year institutions. It is expected that psychology courses will be included in proposed programs, such as for Ethnic Studies to be offered by the Social Science Department**.**

Student Learning Outcomes (SLOs)
Student learning outcomes reports linked with the assessment and evaluation of program level SLOs are being established. See college website.

Methods of instruction
There is a need to develop more diverse and skill appropriate methods of classroom instruction, including access to smart classroom technology.

Tutoring: There is a continuing need to maintain and increase psychology tutoring support for students who are challenged with the respective subject matter.

SOCIOLOGY

Mission Statement

The Sociology program at Oxnard College was one of the initial program and degree option s since the creation of the college. It serves the education mission of the college and its own educational mission by providing high quality instruction to enable students both in their general education preparation and in their major work to understand their social world, and to pursue appropriate professional training for possible career tracks in social/human services and education, in addition to social work, criminology and pre-professional counseling.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	10	15	14	11	13
Enrollment	382	445	354	345	503
FTES	38.20	42.08	35.40	34.50	50.41
FTEF	2.00	2.80	2.40	2.10	2.60
WSCH per FTEF	573.00	450.85	442.50	493.56	581.69
Success Rate	57.3%	63.7%	53.9%	67.2%	65.3%

External Environmental Factors

In terms of demand occupation status for sociology as it pertains to the external environment, this discipline continues to meet certificate, degree, and general education requirements of students seeking a career within the field of human services or a better understanding of social issues within our society. A review of the current State labor market data mart (eddlmi.gov) revealed a continuing need for degree based careers that typically include course work from the field of Sociology, including counseling, teaching, and social work.

Projections and Plans for the Future

The Sociology Program continues to overachieve in terms of the 525 goal and contributes to the college's overall productivity success. In the future, the Sociology program will increase the number of large enrolled classes, as well as more online offerings to keep pace with demand. This semester the Soc. 116 class was offered online for the first time and the enrollment went well over 60. There continues to be a demand for the Human Services Certification and the Intro to Education class, and there needs to be an additional education course offered. There is also a demand for the Research Methods class to be taught at night, and this is a new offering during Summer 2009.

Faculty/Staff

The program will continue to require one full-time faculty member and its team of adjunct instructors. Additional instructors may be needed to teach specialty courses.

Facilities

The program is in need of larger classrooms that are fitted with smart technology. More technical assistance from the college and district is needed to in the area of online instruction, including training for faculty and orientation for students who may be challenged with the use of online technology.

Technology

The use of the computer lab is essential for the research methods classes and needs to be updated and better maintained; this course is offered two per year. The Sociology discipline continues to offer both telecourses and online hybrid courses for the student's convenience. The courses are offered early morning and late afternoon to meet the desired scheduling needs of students. The program will continue to innovate with more course offerings and updates to remain current in the field of study. Use of the lab by all students is crucial as more textbooks offer online references and tutorials.

Curriculum

Course outlines are updated on a five year cycle in accordance with Title 5 regulations. The bulk of outlines for this program are due for updating within the next two years and will be updated accordingly, using the established curriculum review process for the college.

Student Learning Outcome (SLO's)

All courses are scheduled to be enhanced with stated SLO's, a process that will be integrated with the upcoming cycle for general updating of courses. It is expected that both of these tasks will be completed during the fall 2009 semester.

Methods of Instruction

N/A

SPEECH

Mission Statement
The mission of the Oxnard College Speech Program is to provide students with cultural and intellectual enrichment and communicative capabilities through instruction in speaking, listening, organization, and critical thinking. This is accomplished through instruction in various modes of communication in English in public, interpersonal, small group, and intercultural contexts, and through analysis of communication in media.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	15	16	15	15	16
Enrollment	394	399	398	406	431
FTES	38.84	40.01	40.57	41.23	43.70
FTEF	2.84	3.24	3.04	3.04	3.24
WSCH per FTEF	409.68	369.95	399.75	406.32	404.08
Success Rate	67.1%	65.0%	65.1%	72.8%	65.5%

External Environmental Factors
University speech programs are transitioning or have transitioned to communication studies programs. In particular, the lead faculty member in the Oxnard College Speech Program is collaborating with the corresponding faculty at California State University, Channel Islands and California State University, Northridge to develop curricular patterns that will articulate smoothly.

Projections and Plans for the Future
The Speech Program plans on developing a major in Speech/Communication Studies.

Faculty/Staff
There is currently one contract faculty member in speech who bears the responsibility for curriculum development and revision and also coordinates the biannual intramural speech tournament in addition to teaching a full load with multiple course preparations. There are at present seven to eight sections of speech taught by adjunct faculty, three to four of those during the day. As the program and enrollment demand grow, an additional contract faculty member will be needed.

Facilities
Because of limited classroom availability, finding sufficient classrooms to offer classes may prove difficult as the program expands. In addition, as discussed below, classrooms used for speech must be equipped with current technology.

Technology

Speech classrooms require the availability of current instructional technology, including Internet connectivity and data projection capacity, both for instructional purposes and for students to make presentations using current methods.

Curriculum

In recent years the speech curriculum has expanded from primarily the Introduction to Oral Communication course (SPCH R101) to include courses in Small Group Communication (SPCH R110), Interpersonal Communication (SPCH R111) and Intercultural Communication (SPCH R113). Additional curriculum development or revision under consideration includes the possibility of reinstating Reader's Theater as well as the development of other courses such as An Introduction to Communication course to complete a Communication Studies major.

Student Learning Outcomes (SLOs)

The lead instructor has developed student learning outcomes for the four core courses in the program. These will be instituted as part of the curriculum revision cycle.

Methods of Instruction

The courses currently offered in the Speech Program are offered in a traditional face-to-face format in order to achieve the communication goals of the curriculum.

STUDENT ACTIVITIES

Mission Statement

The purpose of the Student Activities program is to support the mission of the college to serve a diverse student population. Operationally, in part, the program is linked to the Associated Student Government which serves to promote student leadership and student organization experience. Student Activities provides the infrastructure to support the organizational needs of student clubs and the general activities tied to students at large. Specifically, Student Activities is the responsible for taking a lead role in organizing and supporting diverse social, educational, and topical events that will strengthen our ties with the community. In addition, it serves as a resource for student clubs by maintaining a direct link to college administration and resource allocation.

Program/Service Description

The Associated Student Government, or ASG, at Oxnard College offers students opportunities to share in college governance, to interact with professionals, to participate in social and cultural activities, and to create and administer programs of their own, teaching self-reliance, ethical leadership skills, and responsible action. While serving in ASG, students learn how to: (1) Represent and advocate for students, (2) problem-solve and face tough decisions, (3) promote teamwork, get event programming experience, (4) sell your ideas and overcome resistance. In addition, students learn to recognize the importance of attitude and responsibility and to teach and coach others.

Participation in ASG can prove to be one of the most valuable and meaningful experiences of a college career. Students gain experience in planning events and develop organizing, marketing, and publicizing skills while gaining an awareness of various college programs and services. In addition, being part of the decision-making process of the college can help students develop personal and leadership skills. Students are given the opportunity to work with campus leaders and administrators.

Recent Trends and Current Status

Recent District policy changes have severely reduced or completely eliminated fundraising sources. Due to conflicts with the cafeteria service contractor food sale promotions, long a fund raising staple for the ASG and clubs, have been reduced and restricted. Vendor table rentals, a concept the ASG has worked at for years building clientele and our second best money maker, is now under the auspices of the Civic Center with the revenues going to the College general fund. The Student Center fee and Student Activity fee are significant but with very specific restricted access.   It takes 6 to 8 weeks to process and complete requisitions/purchase orders complicating arranging events.

Fiscal Resources

The major funding source will continue to be through the student ID cards. A remodeled Student Lounge and kitchen will be a potential source of rental income.

Projections and Plans for the Future

The student base will continue to grow and the development of an ASG luminous portal and ASG web site will be crucial for communicating with and properly serving them. Continued growth will further necessitate the need for a full time Student Activities Advisor with clerical assistance. A student leadership training program is planned to provide a more formal exposure to the development of leadership skills.

Faculty/Staff
The Student Activities Program currently has a part time (50%) Student Activities Advisor. The advisor's other assigned duties (50%) are as a Placement Project Specialist with the CalWORKS program. The assignments are performed out of two different offices on campus. This divided focus and limited time dedicated to Student Activities short changes the student body we are servicing and hinders the growth of the program. There is no clerical staff assigned to the program.

Facilities
There currently exists a Student lounge, Student Conference Room, Student Activities work room, ASG offices, club offices, and kitchen area. The offices are equipped with computers, internet access, printers, fax, copier, and phones.

Technology
There exists no dedicated e-mail or any other effective means for the Associated Student Government to communicate with their constituents. This is done mostly by posters and flyers. It is expected that the college will move forward with its plans to install wireless technology in the student lounge area, flat screen TV's, and a sound system.

Curriculum
Personal Growth (leadership) courses will continue to be offered as needed through the counseling center and/or through the Dean of Student's Office.

Student Learning Outcomes (SLOs)
All student services units have developed Student Learning Outcomes at the operational and/or program level. The status of those SLO's in terms of developing a process for tracking, assessment and continuous improvement and corresponding services to students is an ongoing process. It is expected that this unit will meet the ACJCC SLO timelines for full SLO compliance.

Methods of Instruction
N/A

TELEVISION INSTRUCTIONAL PROGRAM

Mission Statement

The purpose of the Television instructional program is to support the college's mission to provide Career and Technical Education (CTE) training to students seeking gainful employment in the television production industry. The emphasis of the program is on technical instruction in television studio and digital film production techniques with instruction in pre-production, production, and post- production.

Enrollment Patterns

	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Sections	3	5	4	7	9
Enrollment	29	47	70	97	142
FTES	4.83	6.43	8.80	15.34	17.58
FTEF	0.53	0.73	0.93	1.07	1.53
WSCH per FTEF	271.94	263.23	282.90	431.46	344.03
Success Rate	72.4%	75.6%	77.6%	65.7%	72.9%

External Environmental Factors

As both an academic and a career technical program, the television production instructional program is influenced by social, industry, and academic factors. The increasing popularity of web-based social networking and personal video devices, as well greater affordability of cameras, editing equipment, and software are generating ever-increasing interest in video production. The program responds to individuals who seek to refine their technical skills and artistic visions for career, degree or life-long learning goals. Increased industry diversification of studio and field television and digital film production, especially in the Los Angeles region, affords opportunity to program graduates for direct employment. The abundance of academic film and television programs at universities in Southern California also provides transfer opportunities. Locally, California State University, Channel Islands offers an art major with an emphasis in Digital Art & Time-Based Media.

One of the greatest challenges facing this instructional program is the apparent waning of the demand for traditional television production. This program is one of the college's lowest FTES generating programs and that performance pattern has been consistent for several years. With the growth of computer assisted video streaming and the growing reliance on other forms of internet driven media, the traditional approach to teaching this discipline is fast, if not already, becoming obsolete.

These positive and negative external factors will drive review and appropriate revision of the program's curriculum.

Projections and Plans for the Future

The program has experienced a growth in enrollment (from 29 in Fall 2004 to 142 in Fall 2008) and course section offerings (from 3 in Fall 2004 to 9 in Fall 2008). Since, the apparent trend towards low demand occupation status for traditional television instruction has warranted close program analysis to include curriculum update and revision, faculty are revising curriculum to include digital

filmmaking and performance courses that meet industry trends. With the building of the college's Performance Arts Center (PAC) the TV program will be providing the performance/acting curriculum to be delivered in this new venue. At the present time, Oxnard College does not have a theater arts or drama program; therefore, the TV program is expected to provide a primary role in utilizing the PAC as a venue for delivery of curriculum and to perform student works.

Faculty/Staff
N/A

Facilities
The college has launched a construction project to build a new Performing Arts Center that will house the college's OCTV station. The new facility is scheduled to be completed in 2011. Original planning did not include the relocation of the television instructional program to the new facility. During the construction activities, the campus has re-examined the use of this facility to possibly include classroom space for the TV program, specifically performance/acting courses.   The TV program needs pre-production, production and post-production space to deliver curriculum.

Technology
Because of the constantly evolving nature of digital production equipment and software, ongoing upgrades will enable the program to maintain state-of-the-art instruction in the hands-on element of production. The foundational elements of pre-production, screenwriting, and the aesthetics of editing remain current without respect to the equipment used.

Curriculum
The program uniquely combines both career technical education and arts education. As such, the faculty will maintain current instruction in hands-on techniques in its curriculum, combined with a strong academic emphasis on writing and on the history and social elements of electronic and moving media. Additional coursework in performance and editing will be part of the curriculum.

Student Learning Outcomes
Faculty and staff from this program are fully committed to the college's integrated planning efforts, including the SLO initiative. All SLOs for the program will be completed and posted by fall 2010. The desired proficiency level, per ACCJC/WASC standards will be achieved.

Methods of Instruction
This program employs both traditional lecture and hands-on lab instruction to meet its teaching objectives. The heavy emphasis on use of PC and digitized editing equipment requires that applied academics play a major role in the method of instruction.

Mission Statement

The purpose of the Transfer Center is to support the commitment of Oxnard College to students who desire the preparation required to advance to a four-year institution of higher learning. Operationally, the Transfer Center advises and guides students as they prepare to meet the transfer and admissions requirements to the institution of their choice. The college's Articulation Office is closely integrated with the Transfer Center.

A major role the Articulation Office is to facilitate student transfer by creating and maintaining Articulation agreements between Oxnard College and California's public and private universities. This office also supports the college's Curriculum Committee with its college-wide regulation of courses per Title 5 regulations.

Program/Service Description

The University Transfer Center houses both the academic advisement and articulation staff. It offers a designated place where students may access valuable resources to facilitate a smooth and successful transfer. In accordance with Title 5, Division 6, Chapter 2, Subchapter 1, Section 51027, the Transfer Center serves the following function by: (1) providing students with current four-year university and college information; (2) maintaining a reference library; (3) providing academic counseling to assist students in major and university selection, academic planning, transcript evaluation, and certification of general education completion; (4) hosting four-year university representative campus visits; (5) sponsoring field trips to transfer institutions; and (6) coordinating annual transfer related events such as Transfer Day.

Recent Trends and Current Status

Currently, in response to the significant budget cut they received by the state, both UC and CSU campuses have been forced to reduce enrollment numbers, thus increasing the selectivity of each campus now that spaces are more limited. As a result, students are going to have to be more academically competitive and responsive to University requirements and deadlines. The capacity of our transfer center will have to be maintained or increased to effectively serve these students.

Factors Expected to Affect the Future Program/Service

Given the current and projected economic downturn, it is expected that access to adequate fiscal resources will be a major challenge for all student services units. Contingency planning and re-engineering of service delivery will be a major consideration in the next few years.

Faculty/Staff

There is a critical need to stabilize the Transfer Center with fully institutionalized, general fund, staffing. Presently the program is staffed sporadically with special funding resources. A full-time counselor-coordinator is needed. It is also imperative that the college continue to fund and maintain a full-time Articulation Officer to meet the curriculum regulations of the state and to support the articulation needs of all students and respective programs.

Facilities

Effective July 2009, the Transfer Center and the Articulation office was relocated to the new Student Services and Administration building. The Articulation Office is housed within the Transfer Center.

Fiscal Resources
The Transfer Center continues to be highly reliant on grants and special funding. It is imperative that the college be vigilant of a pending initiative by the state chancellor's office to fund all 110 colleges with funds to support transfer centers. The full-time articulation position is also specially funded through June 2010. It is imperative that the college identify contingency funding or risk losing a critical staff position that is closely tied to a variety of major compliance initiatives of the college.

Projections and Plans for the Future
It is the intent of the program and the Student Services Division to aggressively pursue stable funding to fully institutionalize full-time staffing for the transfer center and the articulation unit.

Technology
The transfer center will continue to require PC and IT support to effectively serve students.
Six Computers will be accessible to all students in the Transfer Center to try to address this need. Also, the website and mass emailing have been instrumental in the dissemination of transfer updates, and University information.   The Articulation Office is in need of additional PC equipment to maximize her ability to function.   The need to continually upgrade the transfer and articulation website will continue to be a priority to the program.

Student Learning Outcomes (SLOs)
All student services units have developed Student Learning Outcomes at the operational and/or program level. The status of those SLO's in terms of developing a process for tracking, assessment and continuous improvement and corresponding services to students is an ongoing process. It is expected that this unit will meet the ACJCC SLO timelines for full SLO compliance.

TRANSITIONAL STUDIES

Mission Statement

The Mission of Transitional Studies program at Oxnard College is to provide students with the foundational skills training required to succeed in a college-level instructional environment. This program specifically focuses on helping students to enhance their skill sets in one or more areas, including English as a second language, English composition, reading, mathematics, and study skills.

Enrollment Patterns

	Fall 2004	**Fall 2005**	**Fall 2006**	**Fall 2007**	**Fall 2008**
Sections	This program constitutes a reorganization of basic skills, including basic English, mathematics, and English as a Second Language. Presently, all enrollment performance data is imbedded in the data boxes and program profiles for English and mathematics. It is expected that in the near future, relevant data will be sectioned off and reported under the new program title.				
Enrollment					
FTES					
FTEF					
WSCH per FTEF					
Success Rate					

Given the high percentage of students at Oxnard College who continue to require Transitional Studies support, it is anticipated that enrollment in this program will continue to be significant. The demonstrated need is clearly indicated by the noted enrollment statistics.

External Environmental Factors

The U.S. Census Bureau reported that there are over 30,000 households on the Oxnard Plain where Spanish is the primary language. At the same time, it is estimated that about 72% of new entrants into the labor force in the surrounding community are limited English speakers, thereby demonstrating the need for English language training. This data, coupled with the enrollment statistics for remedial math and English at the campus, clearly indicates a demonstrated need within the internal and external environment.

Projections and Plans for the Future

Current plans for Transitional Studies are foremost to create a comprehensive approach to reaching and serving students in need. The outcome for all goals is to raise student retention and success rates while encouraging students to pursue and achieve their academic/career goals. To achieve this goal, the following areas are identified: (1) to solidify coordination (e.g., baton-passing) in the math, English, and ESL course sequences; (2) to better integrate student support resources into the current curriculum (e.g., from the Learning Center, the Success Academy, Tutoring, and student support services such as assessment, matriculation, and counseling); (3) to implement and expand upon professional development opportunities to equip faculty and staff to more successfully instruct and serve Transitional Studies students; (4) to continue to innovate in terms of approaches based on cutting-edge research (e.g., the Success Academy); (5) to strengthen and expand student services support programs (e.g., The First Year Experience) in order to raise student success, retention, and persistence rates for Transitional Studies students; and (6) to create noncredit course and certificate offerings that best serve pre-collegiate students, especially in terms of career paths most in demand by local employers.

Faculty/Staff
The college is in critical need of bilingual student services personnel to assist incoming limited English speakers seeking to access and matriculate into the college. In addition, there is a critical need to enhance our process for identifying, hiring, and funding qualified student tutors in the area of Math, English and English as a Second Language.

Facilities
N/A

Technology
The Success Academy uses Plato software resident on a campus server, and as of this writing, the College has a 30-user license. The Success Academy currently offers pre-collegiate for credit math, English courses in an open entry/open exit setting with extended hours. The Learning Center uses 22 software packages, most of which cater to pre-collegiate remediation including: Focus on Grammar; Skills tutor; SRA Discoveries (a reading program); Oxford Picture Dictionary; and Rosetta Stone, to name a few. Utilizing Basic Skills Initiative funding, new and updated software was purchased to support our ever-expanding services in the Learning Center that are so critical to the success of Transitional Studies students.

Curriculum
In addition to traditionally-offered Transitional Studies courses, including English, math, reading, and ESL courses, our newest curricular offerings involve the Success Academy (described above). As of this writing the English portion of the Success Academy is being discontinued in light of student success data regarding this area. The English course future offerings in the Learning Center and Success Academy are currently being discussed and innovative new delivery options are being considered. New courses considered for addition in the near future include Vocational English as a second language (VESL) and noncredit career path sequences; and, possible expansion of Success Academy alternative hybrid offerings for ENGL R096/ENGL R100 and ESL credit course sequences.

Student Learning Outcomes (SLOs)
All course-level student learning outcomes have been established and are currently being tracked, assessed, and adjusted according to resultant dialogue and analysis. In spring of 2009, a program-level type rubric for student learning outcomes for Transitional Studies was established. Assessment of this rubric for transitional studies student learning outcomes is expected to occur in Academic Year 2010-2011.

Methods of Instruction
Faculty in the area of TA continually participated in available professional development activities to enhance their knowledge and delivery of related instruction. As an example, nearly 50 faculty participated in a Faculty Summer Institute in June of 2009 and 2010. They received useful information and training pertaining to most effective pedagogy applicable to Transitional Studies students. The 2010 Institute, for example, will cover the following: (1) pertinent learning theory; (2) instructional design; (3) generation gap issues; (4) current brain research data; and (5) reading and writing across the curriculum. Finally, the data show that in 2007 we had a 51.9% success rate with our Transitional Studies students.

TUTORING CENTER

Mission Statement

The Mission of the Oxnard College Tutorial Center is to assist students to become independent learners through the use of study skills and strategies that will help them succeed in classes across the curriculum. These services are not intended to take the place of direct instruction provided in a classroom setting by instructors. They are designed to enhance studying and learning habits for students. All Oxnard College students are eligible for services.

Projections and Plans for the future

The future of the Oxnard College Tutorial Center is very promising. The current participation and collaboration of faculty, the Deans' Council, center staff is helping to bring the program to another level of quality and services that are more comprehensive, cohesive and of greater support for our college students. Given the current economic crisis the state is facing, it is expected that student enrollment will increase, thus the number of students requesting tutoring services will continue to increase making it necessary to identify additional sources of funding and/or the institutionalization of key programs such as Supplemental Instruction to reach out to more students in order to increase retention.

Faculty/Staff

The program staff and the students it serves come from similar ethnic, language, and socio-economic backgrounds. The program provides students with a welcoming, non-threatening environment where they are able to interact with peer tutors who assist them with content-based questions, study skills, and test preparation. The Tutorial Program is staffed by 1 Classified Tutorial Services Specialist and student tutors. The number of staff, with the exception of the specialist, varies from semester to semester. Faculty members from the math and English departments, primarily, and a few from other disciplines have been a constant support and a valuable resource for students by holding office hours in the Tutorial Center. A plan needs to be developed and implemented to acquire a Student Services Assistant I (part-time/bilingual) for expansion of services during late afternoon and evening hours in order to provide adequate supervision and proper delivery of services during evening hours. The acquisition of such individual serves every student, faculty and staff member who comes in contact with our services during late afternoon and evening hours and provides equal access to services for evening students.

Facilities

Tutorial activities take place in the same area occupied by the Learning Center – the mezzanine of the Library. Tutors and students work in a designated area in the LC on a large variety of subjects. A small partitioned classroom (LRC-30) was used for group tutorials and SI (Supplemental Instruction) sessions. In 2000-2001, LRC-30 was removed to make room for a computer lab with 24 stations. This dramatically cut down the amount of space available for tutoring activities. The area for the Math Center was lost and group tutoring sessions had to move out to the general area of the Learning Center. The loss of LRC-30 also impacted the space for the Learning Center activities. Facilities for the Tutoring Center will be enhanced with the planned renovation and added construction to the LRC facility which is due to be completed in 2011.

Technology
The Tutoring Center will continue to require refresh of PC equipment and office technology to track the services that it provides to students and faculty.

Curriculum
Through the College Reading and Learning Association (CRLA) the Tutorial Center at Oxnard College certifies about 20-30 tutors every year. This certification is possible due to the constant renewal of our certification with CRLA which allows for our program to be certified for five years. There exists other levels of certification and specific criteria must be met in order to obtain such certification. The Tutorial Center is ready to adapt a second level of training that will enhance the quality and delivery of services and prepare tutors for their role as Supplemental Instruction leaders. Programs should not become stagnant, so constant renewal, enhancement and improvement is necessary. The implementation of a second level of training meets the need of maximizing student success. The demand for tutorial services will continue to increase and other means of delivery can be explored and implemented. Tutors must be equipped and trained in areas that will allow them to successfully meet such demands.

Student Learning Outcomes (SLOs)
The Tutoring Center has developed Student Learning Outcomes at the operational and/or program level. The status of those SLO's in terms of developing a process for tracking, assessment and continuous improvement and corresponding services to students is an ongoing process. It is expected that this unit will meet the ACJCC SLO timelines for full SLO compliance.

Methods of Instruction
Faculty members provide tutoring, training for tutors throughout Tutoring Techniques course English 30T. After the completion of the course the students enrolled become certified tutors by the California Reading and Learning Association (CRLA). A second level of training is in the plans to include curriculum that will prepare tutors as Supplemental Instruction leaders.

On-going training takes place every other Friday of the month. The sessions are lead by the Tutorial Services Specialist and at times faculty members from the English and Math departments present specific topics to provide tutors with other techniques and strategies for tutoring.

External factors
Tutoring is an instructional support to core instructional units across the campus, including math and English. It is expected that the demand for this service at the college will continue to be high. The success of students at the academic level directly determines whether they will succeed in fully preparing themselves to succeed in the external environment.

CHAPTER FIVE

CHAPTER FIVE
Key Findings and Implications

Intended Use of the Educational Master Plan

The Educational Master Plan is the academic blueprint for Oxnard College. The essence of the Educational Master Plan is found in Chapter Four in the reports that were generated at the faculty and operational level. It is the intent of the college to use this Educational Master Plan to help guide its development of priorities and the ways in which the college will address its instructional, student services, professional development, technology, and facility needs over the course of the next five years.

Review of the Process

This chapter summarizes the central observations of Oxnard College's Educational Master Plan, which were gleaned from internal and external scans, as well as from the Program Profiles completed by faculty and staff. An inclusive and comprehensive process was used to complete this Educational Master Plan (EMP) as described in Chapter One. At its May 15, 2009 retreat, members of the EMP Task Force identified the following list of the overall strengths of Oxnard College:

Strengths of Oxnard College
- ➢ Highly collegial and positive work environment
- ➢ Quality of instructors, many of whom hold advanced degrees, credentials, and expertise
- ➢ Student services personnel who value and practice excellent customer service
- ➢ Strong relationships with local business and industry
- ➢ Campus beautification efforts that are currently underway and remain a priority of the college
- ➢ Strong articulation and partnerships with the UC, CSU, and other four-year institutions
- ➢ Strong, integrated partnerships with local high schools
- ➢ Strong, responsive programs to meet special needs of students, including EAC, EOPS, CalWORKs, CARE, Financial Aid, Tutoring Center, and Outreach Center
- ➢ Strong enhancement programs to bolster transfer rate of university-bound students, including the Scholars Program, the Scholarship Program (College Foundation) and the STEM Summer Bridge Program
- ➢ A strong working relationship with local human services agencies
- ➢ Program for Accelerated College Education (PACE) to meet customized scheduling needs of working adults
- ➢ Café on A Street, which is a program for hard-to-serve youth seeking to build a bridge to the college. This initiative is linked to our Tech Prep Program and workforce education initiatives.
- ➢ Student Film Festival that promotes increased awareness and appreciation for students who aspire to showcase their film work through an annual competitive event
- ➢ Annual Youth Conference which brings about 1,000 high school youth to the college each year for a day of exposure to college and career opportunities.

- ➤ Annual Youth Summit that brings about 800-1,000 high school youth to the college each year for a day of exposure to college opportunities.

- ➤ Oxnard College Television (OCTV) offers public television and instructional delivery support to the college.

- ➤ Vocational English as a Second Language – provides students with the language training necessary to transition to courses where English is required and/or to enhance their day-to-day English communication skills within the family, the workplace, and the community.

Recommendations

Numerous recommendations have emerged as a result of the development process, analysis of data and identifying the implications. The subsequent recommendations are posited in four general areas:

- Instructional programs and student services
- Professional development needs
- Leadership needs
- Facility needs

Instructional Programs and Student Services

The instructional and student services programs are evaluated on an annual basis. Ideally, each department and/or program should refer to the Educational Master Plan in their Program Effectiveness and Planning report (PEPR) to maintain a connection between the annual planning process and the five- year EMP. In either case, the goal is to remain engaged in continuous quality improvement, which can take many forms.

While Chapter Four highlights each instructional and student service program, there are common themes that emerge:

Recommendations

1. Identify and develop new programs that meet the needs of transfer students.

2. Increase transfer opportunities for Oxnard College students, especially to California State University, Channel Islands and UC Santa Barbara

3. Continue to draw upon local business scans, CTE advisory committees and relevant local labor market information to explore the efficacy of current CTE programs and the need for new program development.

4. Continue to research new and emerging trends within the sustainability movement to ensure that curriculum across the campus is routinely updated to meet this compeling state and national interest.

5. Grants should be sought to expand upon the Student Services available to the college's diverse student population. Specifically, the need to design a student services program directed primarily at returning veterans has been identified. Institutionalization of programs and services should be a priority, e.g., Title V and STEM grants.

6. Student Learning Outcomes need to be completed for every course and for every program, and those SLO's need to be specifically mapped to the Institutional SLO's.

7. Establish an assessment cycle for all existing and new SLO's, and provide faculty and staff with the tools they need to complete this important aspect of the accreditation standards.

8. Strategies for increasing the effectiveness of instruction and student success should be developed including an expansion of tutoring services in all disciplines and all instructional locations.

Professional Development Needs

While professional development is an on-going focus at Oxnard College and is part of the Shared Decision-Making structure, there are areas for improvement as articulated in the program profile narratives in Chapter Four. Specifically, the following were identified as opportunities to enhance the level of professional development at Oxnard College:

Recommendations
1. Schedule regular opportunities for faculty education in educational trends, technology, teaching strategies and curriculum development.

2. Summer opportunities for faculty and staff education and training should be provided including off-campus activities.

3. Establish a systematic, calendared process for orientation and training for new department chairs that includes the college's Shared Decision-Making process, leadership development and student learning.

4. Develop and implement a plan to train more faculty in the development and offering of distance education courses. *(see Appendix A – Technology Plan)*

Technology Needs

In furthering the EMP, the following list represents the needs identified through the program profiles in Chapter Four and through discussion that occurred as part of the EMP Task Force retreats:

Recommendations
1. Outfit all classrooms with "smart" technology.

2. Create and maintain a monitoring system to continually upgrade, maintain, and secure media equipment that is available to faculty on a timely basis.

3. Maintain the current PC refresh program on campus.

4. Consider additional technical staff to meet the growing technology maintenance needs of the college which has more than doubled its inventory of PCs over the past several years but has not added any IT staff.

5. Continue training faculty and staff on the use of current and emerging technology, including distance education applications and robust use of email and the District/College portals.

6. Establish a process that effectively addresses the licensing needs for Telecourse support from vendors. *(see Appendix A – Technology Plan)*

Facility Needs

The following priority list of facility needs emerged through the development of the EMP. Some of the priorities and related needs listed in this section are based on extensive discussion regarding future plans for use of the vacated Learning Resource Center area that was previously occupied by various student services units and college administration. This rather large area of the LRC building

was vacated in July 2009, creating an opportunity for reallocation of space to address other unmet facility needs. In addition, this section address global facility needs in general.

Recommendations
1. Facility planning for the library/learning resource facility should include faculty input in designing an active and direct connection between the resources, staff and services of the new facility with instructional needs in the classroom.

2. In the Learning Resource Center, dedicate space to create a resource and lounge center for part-time faculty, including study rooms for faculty and/or students, and a PC lab to meet the technology needs of faculty in that area.

3. Where possible, convert vacated space to large classrooms to help address the shortage of large classrooms across the campus.

4. Maximize efficient use of classrooms by aligning classroom type with course needs as well as scheduling priorities.

5. Also related to classrooms, as noted in Chapter Three, the college has projected an annual growth rate of 3% in student enrollment. This forecast estimates that an additional 1,758 will be attending Oxnard College by the year 2015, for a total of 9,404 students. In effect, the college will be seriously challenged to identify and secure additional classroom space. During the enrollment spike of 2002 when student enrollment exceeded 8,000, the college was forced to seek rented classroom space at off-campus locations. The projected figure of 9,404 student enrollments clearly indicates that, in order for the college to meet its enrollment needs in the near future, planning should already be in motion to address the additional instructional space needs both on and off campus. Plan for increased enrollment.

6. Given the addition of new facilities on campus into the year 2012, Information Technology and Maintenance & Operations will require additional staff in order for these facilities to be used as intended. Plan for additional support staff as facilities increase.

7. Evaluate the bookstore's dedicated space for the possible creation of a book rental service.

8. Where viable, upgrade existing space for career technical education programs, e.g., dental hygiene.

9. As "green" curriculum is developed, adapt classroom space needs to meet the emerging programming.

10. Upgrade faculty offices in the North Wing.

Please see Appendix B for the detailed "Educational Master Plan – Facilities Master Plan linkages 2010-2015".

APPENDICES

Appendix A

Oxnard College

TECHNOLOGY PLAN

2010-2015

Seminal plan was approved by the Planning and
Budgeting Council on September 21, 2006

Updated August 19, 2009

TABLE OF CONTENTS

I.   INTRODUCTION

The Technology Plan at hand was updated on August 18, 2009. The service period for the plan is 2010-2015.   The Plan was initially developed by members of the College's Technology Committee, a participatory governance body. The Technology Committee was reorganized in the summer of 2005 to include increased administrative, planning, and institutional support. During the 2005-2006 academic year, committee members met routinely to dialog and plan regarding the role of the committee in promoting and supporting the use of technology within the instructional and student services areas of the College. In addition, there was considerable meeting time expended discussing prospective objectives for the Technology Plan. To ensure that relevant information was used to help guide development of the new plan, a technology needs assessment survey was administered to all faculty and staff of the College. The resultant data was used to help guide the formation of objectives for the plan. The plan will be augmented during the fall semester with data from a second survey that will be tailored for and administered directly to students. In addition to the diverse feedback that was elicited from the survey of Spring 2006, the Technology Committee conducted external scanning to identify best practices models from other colleges to help ensure the desired outcomes of this plan. External scanning was also conducted to identify emerging trends in technology designed to enhance student learning and support services. The committee also served to provide a forum for meaningful dialog among the college community within a collegial participatory environment.

II.   TECHNOLOGY COMMITTEE

Committee Charge:

- Advise the President and decision-making bodies of the College regarding the College's present and emerging technology needs

- Complete annual review and update of College's Technology Plan

- Promote the integration of the Technology Plan with campus-wide planning efforts

- Provide a centralized forum that facilitates dialog, input, and participatory decision making regarding present and emerging technology among all stakeholders of the College

Dave Fuhrmann, IT, District Office
Ana Maria Valle, Coordinator, EOPS (Faculty)
Linda Kamaila (Faculty)
Dan Goicoechea, Counselor, (Faculty)
Hank Bouma, Computer Information Systems (Faculty)
Shannon Newby (Faculty)
Kitty Merrill (Classified Staff and Faculty)
Rick Carnahan, Assistive Media Specialist (EAC/DSP&S) (Classified)
Teresa Bonham, (Faculty)
Tomas Salinas, (Faculty)

III. TECHNOLOGY PLANNING DEFINED

Strategic technology planning is the process of determining how an educational institution can use technology to further its mission. The strategic planning process includes assessing current resources, defining needs and exploring various solutions through input from stakeholders within a community and across a campus, including students, all faculty, support staff, administrators, and external advisors (e.g., industry). The outcome of a successful strategic plan will help the College use technology effectively, avoid crises, save and perhaps obtain funding, and select the appropriate hardware and software to meet the College's goals and objectives. In essence, strategic technology planning will help prepare Oxnard College to excel in the present and future academic environment.

IV. PURPOSE AND BENEFITS OF THE TECHNOLOGY PLAN

The purpose of this plan is to provide the instructional and student services decision-making bodies of the College with a campus-wide and unified perspective on setting, integrating, and supporting the goals and objectives of the College's Strategic Plan pertinent to the use and acquisition of technology. As an outcome of a participatory governance process, the Technology Plan also serves as a focal point for fostering and maintaining a collegial process for managing the College's technological infrastructure.

V. RELATED PLANNING ASSUMPTIONS *(Order not in priority sequence)*

o   Technology will continue to be an important means to achieving student, employee, and organizational learning.

o   Continuous participatory input from the college community and external stakeholders (e.g., industry) must be solicited, evaluated, and incorporated into our technological strategies to promote learning.

o   Technology will continue to be expensive, dynamic, and in a continuous state of evolution.

o   Distance Education will continue to become a prominent mode of instructional delivery and student learning at Oxnard College.

- o Intelligent agent software and data mining will become more prominent within the research and instructional scene.

- o The college will continue to be required to comply to technology accessibility requirements.

- o Holographic memory and displays will become available and required in order to stay current with memory and data management requirements of the College.

- o Instructional software and hardware for science, health care, and engineering based classes will increase as a desired enhancement to deliver instruction and promote student learning.

- o The use of technology will continue to increase in areas traditionally not dependent on such applications, including athletics, dance technology, music, fine arts, etc.

- o The increased use of technology to promote student access to services will continue to be a priority of the institution.

- o The use of technology to strengthen and increase the College's retention and persistence of students will continue to be in great demand among instructional and student services personnel.

- o The college will continue to aggressively pursue methods to further automate college processes and procedures, including management of curriculum, fiscal management of resources, telecommunications, and Information Technology support.

VI.   **PLANNING GOALS** *(Order not in priority sequence)*

Pursuing the following goals will facilitate the successful implementation of the Technology Plan at Oxnard College:
1.   Encouraging use of creative and innovative technology to deliver instruction
2.   Using technology to continually improve the delivery of support services to students and staff
3.   Requiring the use of relevant community, industry, and student needs information to make decisions regarding acquisition and updating of new technology
4.   Providing training and technical support for faculty, administrators and staff
5.   Promoting the integration of technology planning across the campus using a participatory decision-making process

VII.   **GOALS, OBJECTIVES, AND INTEGRATED PLANNING**

The goals formed by the Technology Committee are integrated with the College's Strategic Plan. The selected goals are also consistent with the direction of the college's Educational Master Plan which addressed, in part, the technology needs of faculty and staff. Achievement and full realization of all five goals within the Strategic Plan and the Educational Master Plan will require effective technological support. Goal seven, as stated in that document, clearly links the planning efforts of the Technology Committee to the Strategic Plan: *To support the technological needs of the College's faculty, staff, and students*. The College's strong commitment to the integration of planning efforts across the

campus has played a key role in helping to select objectives both for the Strategic Plan and the Technology Plan. The objectives and activities contained in this Plan are designed to help achieve the Goals of the Plan. Members of the Technology Committee and other planning entities across the campus routinely monitor objectives and related progress throughout the academic year. The objectives and outcomes of the Plan are updated at the end of each academic year.

Oxnard College
Technology Plan 2010-2015

Work Plan

Scope: Objectives   O = Ongoing   B= Begin   C=Complete

Goal 1: Encouraging use of creative and innovative technology to deliver instruction to students

OBJECTIVES		ACTIVITIES TO ACHIEVE OBJECTIVES		EXPECTED OUTCOMES	RESPONSIBLE PARTIES	Yr1	Yr2	Yr3	Yr4	Yr5
1A	To communicate information about available technology, lab hours, and distance education to all students	**1A.1** **1A.2** **1A.3**	Will post information in schedule Will maintain list of available technology Will directly inform students	Students will be effectively informed of available technology, lab hours, and distance education support Student use of instructional support technology will be increased	VP of Instruction Deans' Council Faculty					
1B	To communicate information regarding access to adaptive technology for students with disabilities	**1B.1** **1B.2** **1B.3**	Will establish and maintain list and location of adaptive technology resources Will post information in schedule Will directly inform students	Students in need of access to adaptive technology will be effectively informed of location, scheduled access, and other pertinent information Student use of	VP Student Services VP of Instruction EAC staff					

OBJECTIVES		ACTIVITIES TO ACHIEVE OBJECTIVES		EXPECTED OUTCOMES	RESPONSIBLE PARTIES	Yr1	Yr2	Yr3	Yr4	Yr5
				adaptive technology will be increased						
1C	To maintain state-of-the-art curriculum, software, and equipment within programs that are technology driven	1C.1	Will use relevant external scan information to guide curriculum development	Instructional technology across programs will stay current and state-of-the-art	All faculty and instructional deans					
		1C.2	Will use relevant industry advisory information to guide curriculum development	Instructional programs will complement industry needs and demand occupations	All career and technical education faculty and area dean					
		1C.3	Will coordinate acquisition of equipment with college's Information Technology support unit	Equipment and software identified for acquisition will be configured to receive service from the college's IT unit	Faculty, Deans' Council, and IT support staff					
1D	To develop and post a website on Frequently Asked Questions (Q&A) about technology	1D.1	Will use 2005-2006 needs assessment survey results to help guide development of Q&A's	The content of the Q&A website will address the most common areas of interest to faculty, staff, and students	Technology Committee & IT					
		1D.2	Will consult IT staff on selection of Q&A's		Deans' Council and EVP					
		1D.3	Will disseminate information	The Q&A website will serve to increase the	Marketing Committee					

OBJECTIVES		ACTIVITIES TO ACHIEVE OBJECTIVES		EXPECTED OUTCOMES	RESPONSIBLE PARTIES	Yr1	Yr2	Yr3	Yr4	Yr5
			regarding establishment of website to all faculty, staff and students	college's capacity for staff development in the area of technology						
		1D.4	Will continually seek methods of improving Website to streamline services and marketing of college							
1E	To develop and implement a plan to establish a comprehensive Distance Education (DE) program	**1E.1**	Will complete an inventory of existent courses already designed for DE delivery	The College will increase its capacity to serve students at remote locations	(Apply to all) VP of instruction					
		1E.2	Will examine best practices models from other colleges	Student access to instruction will increase	Deans' Council Department Chairs					
		1E.3	Will complete a cost analysis to determine amount of new funding needed	Utilization of available college services will increase	Technology Committee					
		1E.4	Will acquire staff and resources needed to implement plan	Student retention and persistence of DE students will exceed the national drop rate for DE programs	Curriculum Committee Student Services Council					
		1E.5	Will ensure that online support services are extended to DE students to increase retention and persistence of user population		Counseling Department					
		1E.6	Will market new DE program to targeted user populations							

OBJECTIVES		ACTIVITIES TO ACHIEVE OBJECTIVES		EXPECTED OUTCOMES	RESPONSIBLE PARTIES	Yr1	Yr2	Yr3	Yr4	Yr5
		1E.7	Will schedule and deliver DE instruction							
1F	To develop and implement a plan to maintain the library and audio-visual support to instruction	1F.1	Will coordinate planning efforts with Technology Committee	The College's library and audio-visual capacity to meet the instructional support needs of the campus will be increased.

The College's planning committees will be better informed about the needs of the Library pertinent to classroom-based technology that they maintain for campus-wide use | (All)

Library staff and area Dean

Council on Occupational Education

Deans' Council | | | | | |
| | | 1F.2 | Will attend Technology Committee meetings as needed to provide input on acquisition of new equipment | | | | | | | |
| | | 1F.3 | Will attend Council on Occupational Education meetings to provide input on acquisition of Perkins sponsored equipment and instructional aids. | | | | | | | |
| 1G | To develop a refreshment plan for instructional and student services equipment | 1G.1 | Will consult with CUDS Committee and coordinate inventory control of all campus equipment. | The College will have reliable data to guide replacement and acquisition equipment.

Technology planning efforts between the CUDS Committee and the Technology | (All)

Technology Committee

CUDS Committee

IT Office

VP of College | | | | | |
| | | 1G.2 | Will complete an inventory report on all existent instructional/student services equipment. | | | | | | | |

OBJECTIVES	ACTIVITIES TO ACHIEVE OBJECTIVES	EXPECTED OUTCOMES	RESPONSIBLE PARTIES	Yr1	Yr2	Yr3	Yr4	Yr5
	1G.3 Will provide VP of Business Services with completed inventory report and recommended replacement cycle for existent equipment	Committee will be facilitated Duplication of efforts and waste of technology resources will be reduced	Services					
	1G.4 Will share information with all appropriate classified, certificated and ASG stakeholders	The College's capacity to meet the emerging technological needs of students and faculty will be increased.						

Goal 2: Using technology to continually improve the delivery of support services to students

OBJECTIVES		ACTIVITIES TO ACHIEVE OBJECTIVES		EXPECTED OUTCOMES	RESPONSIBLE PARTIES	Yr1	Yr2	Yr3	Yr4	Yr5
2A	To increase and improve the use of online student registration to students	2A.1 2A.2	Will maintain current online registration availability to students Will further streamline online streamline process	Online registration of students will increase due to enhanced efficiency and effectiveness of process	A&R staff VP of Student Services					
2B	To promote retention, and persistence of students through online support services	2B.1 2B.2 2B.3	Will complete relevant needs assessment Will identify methods to further automate and expedite matriculation of students (e.g. testing) Will examine other best practices models	Access to online, self-service support for students will be increased. Retention and persistence will be promoted	VP of Student Services I Deans' Council Matriculation Office					
2C	To increase use of technology to advise faculty of breadth of student services to enable them to become a more viable referral base for at-risk students	2C.1 2C.2	Will develop listing of services to be showcased on college website, including EAC, EOPS, Student Financial Aid, Student Health Center, Counseling, and Career Resource Center Will establish and display website (e.g. Luminus)	Faculty will become more enabled to provide students with early alert information regarding intervention services The retention and persistence of students will be increased	Student Services Council Student Services Dean					

OBJECTIVES	ACTIVITIES TO ACHIEVE OBJECTIVES		EXPECTED OUTCOMES	RESPONSIBLE PARTIES	Yr1	Yr2	Yr3	Yr4	Yr5
	2C.3	Will inform all faculty of posted resources							

Goal 3: Requiring the use of relevant community, industry, and student needs information to guide acquisition/retention of technology and software

OBJECTIVES		ACTIVITIES TO ACHIEVE OBJECTIVES		EXPECTED OUTCOMES	RESPONSIBLE PARTIES	Yr1	Yr2	Yr3	Yr4	Yr5
3A	To obtain relevant community and industry information to guide acquisition of new technology and software	3A.1	Will establish technology advisory committee	The College will obtain relevant and useful information on emerging technology pertinent to generic needs of the campus	Technology Committee					
		3A.2	Will routinely meet with technology advisory committee to obtain feedback and updates on emerging instructional and student services technology		Deans' Council					
		3A.3	Will complete an external environmental data scan for college service area	Relevant useful information will be used to help guide selection and acquisition of new technology	Council on Occupational Education					

					Yr1	Yr 2	Yr3	Yr4	Yr5
		3A.3 Will establish industry advisory committee	The College will obtain relevant and useful information on emerging technology pertinent to demand occupations	(All)					
		3A.4 Will routinely solicit information from industry advisory committees		Dean of CTE					
		3A.5 Will sponsor information sessions on emerging technology	The training related placement of students in gainful employment will increase	Council on Occupational Education Technology Committee					
OBJECTIVES		**ACTIVITIES TO ACHIEVE OBJECTIVES**	**EXPECTED OUTCOMES**	**RESPONSIBLE PARTIES**	**Yr1**	**Yr 2**	**Yr3**	**Yr4**	**Yr5**
3B	To update and maintain the Technology Plan through periodic needs assessment surveys of campus community	**3B.1** Will use completed needs assessment survey data to update Technology Plan	The College will use relevant and useful data to guide development of technology planning for college	Technology Committee and Office of Institutional Research					
		3B.2 Will develop and administer student focused technology survey to identify relevant unmet needs	The College will use relevant and useful data to guide planning to increase student access to technology						

Goal 4: Providing training and technical support for faculty, administrators and staff

OBJECTIVES		ACTIVITIES TO ACHIEVE OBJECTIVES		RESPONSIBLE PARTIES	EXPECTED OUTCOMES	Yr 1	Yr 2	Yr 3	Yr4	Yr5
4A	To develop and implement a technical training program for faculty and staff	**4A.1**	Will complete a needs assessment survey to identify unmet training needs of faculty and staff	Faculty and staff will be provided with relevant technical training to increase their working knowledge of technology Students will benefit from the increased knowledge and ability of faculty and staff to use technology to enhance delivery of instruction, student services, and office support	(All) Technology Committee Office of Institutional Research Deans' Council					
		4A.2	Will use data from completed Environmental Data Scan (2008) to help guide updating of instructional technology needs							
		4A.3	Will develop recommendations on how to increase needed training							
		4A.4	Will present recommendations to appropriate individuals and committees							

4B	To develop a plan to increase IT support for faculty and staff	4B.1	Will develop and implement plan to hire Supervisor to support IT Department	Will increase the IT management and leadership support to the college	(All)					
		4B.1	Will use relevant data from completed technology survey to analyze and identify areas in need of support	The College's IT unit will increase its capacity to meet the growing technical support service needs of faculty and staff	President's Cabinet Deans' Council					
		4B.2	Will develop recommendations to increase IT support to identified areas		Technology Committee					
		4B.3	Will present recommendations for needed increase of IT support to appropriate entities		Professional Development Committee					

Oxnard College Oxnard College Technology Plan 2010-2015

Goal 5: Promoting the integration of technology planning across the campus

OBJECTIVES		ACTIVITIES TO ACHIEVE OBJECTIVES		RESPONSIBLE PARTIES	EXPECTED OUTCOMES	Yr 1	Yr 2	Yr 3	Yr4	Yr5
5A	To develop and maintain a plan to integrate technology planning with other planning efforts across the campus	**5A.1**	Will integrate the goals of the Technology Committee with the college's Strategic Planning efforts	Technology planning across the campus will be strengthened by virtue of coordinate efforts	(All) Academic Senate Technology Committee					
		5A.2	Will integrate the activities of the Technology Committee with college PEPC committees to integrate planning efforts	Duplication of efforts will be reduced	Deans' Council Planning and Budgeting Council					
				In-kind sharing of resources will be increased	Council on Occupational Education					
				The capacity of the College to deliver coordinated and effective technological support to students, faculty, and staff will be greatly increased	Student Services Council Information Technology Unit					

OBJECTIVES		ACTIVITIES TO ACHIEVE OBJECTIVES		RESPONSIBLE PARTIES	EXPECTED OUTCOMES	Yr 1	Yr 2	Yr 3	Yr4	Yr5
5B	To develop a plan to increase communication on technology planning across the campus	**5B.1**	Will develop and maintain an online Technology Bulletin to disseminate information	All users on e-mail will receive useful information on technical training opportunities, emerging technology, demand occupation information, integrated planning efforts, all in a concise and timely manner	(All) Academic Senate Technology Committee Planning and Budgeting Council Deans' Council Information Technology Unit					
		5B.2	Will maintain Technology Committee as an open forum to share and exchange information							
5C	To develop a plan to maintain and promote participatory and collegial input into technology planning across the campus	**5C.1**	Will maintain an opportunity for campus-wide input into technology planning through meetings and activities of the Technology Committee and PEPC process.	The college will effectively provide stakeholders of the institution with a forum to dialog in a collegial environment, exchange information, and contribute to planning for the technological needs of the campus.	(All) Academic Senate President's Cabinet Technology Committee Deans' Council Planning and Budgeting Council					

Appendix B

Facilities Master Plan – Summary Table

2010-2015

EDUCATIONAL MASTER PLAN – FACILITIES MASTER PLAN LINKAGES 2010-2015

Completed in December 2009, , the Oxnard College Educational Master Plan documents the Program Description, Future Development, and Implications for Facilities for each program in the college through the year 2010 and 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 2009	FACILITY MASTER PLAN - RECTIFIED IMPLICATIONS FOR FACILITIES	PROPOSED LOCATION
	GOVERNANCE				
	Academic Senate	Learning Resources Center	An office has been identified for the Academic Senate within the newly constructed Student Services and Administration building	Have moved the Academic Senate office into the new Student Services and Administration Building.	Student Services and Administration Building
	Associated Student Government (ASG)	Community Student Services Center (CSSC)	Facilities for student government activities have been identified in the Community Student Services Center.	ASG offices located on the 1st floor within the east wing of the CSSC building.	Community Student Services Center (CSSC)
	Classified Senate	Various locations	Classified Senate meetings make use of available classroom space, and meeting needs will continue to be meet in that fashion. College has made storage space available in the M&O warehouse for archive materials.	Have upgraded various classrooms with smart technology campus wide and are in the process of constructing the 396 seat Theatre/Performing Arts auditorium.	Various locations

PROGRAM	CURRENT LOCATION	EDUCATIONAL MASTER PLAN – PRELIMINARY IMPLICATIONS FOR FACILITIES – RECTIFIED FOR 2009	FACILITY MASTER PLAN - RECTIFIED IMPLICATIONS FOR FACILITIES	PROPOSED LOCATION
Management Team	Various locations	Senior managers will be housed within the new Student Services and Administration building per the Bond project. Due to the division model of the college, various members of the management team are located in various locations.	Senior executive management is now located on the 2nd floor of the new Student Services/Administration building. Other campus managers are located in various areas of the campus to provide management coverage as needed.	Various locations
COLLEGE SERVICES				
Bookstore	Occupational Education (OE) Complex	The Bookstore's ability to serve customers is limited by the size of its facility. Shipping and receiving workspace is minimal and storage facilities are inadequate for short and long term storage of products. In addition, there is no security system in place for theft deterrence and prevention.	The Bookstore will expand in place by a phased incorporation of the former Student Business Office. Additionally, an inventory security system will be developed in conjunction with new and expanded bookstore facilities.	Occupational Education (OE) Complex

PROGRAM	CURRENT LOCATION	EDUCATIONAL MASTER PLAN – PRELIMINARY IMPLICATIONS FOR FACILITIES – RECTIFIED FOR 2009	FACILITY MASTER PLAN - RECTIFIED IMPLICATIONS FOR FACILITIES	PROPOSED LOCATION
Cafeteria	Cafeteria Building	Capacity for the cafeteria was expanded in accordance with the Bond project.	A new food service/cafeteria building adjacent to the Student Services/Administration building was constructed using Measure S funds. Future plans for the use of the old cafeteria to be developed.	Student Services and Administration Building
Campus Resource Center	Occupational Education Complex	Currently located in the Occupational Education building. Additional space needs must be addressed.	Future plans are to relocate the Campus Resource Center to the renovated Learning Resource Center, which was vacated due to the move of the Student Services and Administration units. Would provide a more central location for college use.	Occupational Education (OE) Complex

PROGRAM	CURRENT LOCATION	EDUCATIONAL MASTER PLAN – PRELIMINARY IMPLICATIONS FOR FACILITIES – RECTIFIED FOR 2009	FACILITY MASTER PLAN - RECTIFIED IMPLICATIONS FOR FACILITIES	PROPOSED LOCATION
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 open general classroom space when college classes are not in session. An office will continue to be needed to support this operation.	A new 396-seat Theatre/ Performing Arts Center and generic classroom space are under construction. Tentative completion is Spring 2011. A Community Service Office is located in the new Student Service Center where community members can enroll in traffic school and rent college facilities.	Student Services and Administration Building
Fiscal Services	Learning Resources Center	This operation will be accommodated within the new Student Services and Administration building that has been constructed under the Measure S Bond program.	Fiscal offices now located in new Student Services and Administration Building.	Student Services and Administration Building
Information Technology	Learning Resources Center	This operation will be accommodated within the LRC building with renovations proposed per the Measure S Bond program.	Space within the LRC for IT was identified, and renovations have been completed.	Learning Resources Center
Institutional Research Office	Learning Resources Center	This operation will be accommodated within the new Student Services and Administration building that has been constructed under the Measure S Bond program.	Institutional Research and Educational Services office now located in the new Student Services and Administration Building.	Learning Resources Center

PROGRAM	CURRENT LOCATION	EDUCATIONAL MASTER PLAN – PRELIMINARY IMPLICATIONS FOR FACILITIES – RECTIFIED FOR 2009	FACILITY MASTER PLAN - RECTIFIED IMPLICATIONS FOR FACILITIES	PROPOSED LOCATION
Maintenance & Operations	M & O Complex	A Warehouse building is included in the Measure S Bond project list. The addition of that building, and the reallocation of the current space, will greatly improve the department's ability to provide quality service campus wide.	New facility has been completed and has proven to be a benefit to the entire college.	M & O Complex
Mailroom/ Switchboard	Learning Resources Center	The Mailroom/Switchboard will be relocated with other administrative functions and offices when the new Student Services and Administration building is completed.	The Mailroom/ Switchboard will remain and expand within the Learning Resources Center. Location to remain in order to keep it contiguous with the Campus Resource and proposed Faculty Development centers.	Learning Resources Center
Resource Development	Learning Resources Center	The Resource Development Office has been abolished.	The Resource Development Office was abolished in 2006.	Community/Student Services Center (CSSC)
Student Business Office	OE Complex	This operation will be accommodated within the new Student Services and Administration building that has been constructed under the Measure S Bond program.	Student Business Office now located in the new Student Services and Administration Building.	Student Services and Administration Building
Workplace Learning Resources Center	Community/ Student Services Center	This operation is presently accommodated within the Community and Student Services Center	Workplace Learning Resource Center to be consolidated by the District. Offices moving to another location. Will free space for alternative campus use.	Community/Student Services Center
INSTRUCTION				

PROGRAM	CURRENT LOCATION	EDUCATIONAL MASTER PLAN – PRELIMINARY IMPLICATIONS FOR FACILITIES – RECTIFIED FOR 2009	FACILITY MASTER PLAN - RECTIFIED IMPLICATIONS FOR FACILITIES	PROPOSED LOCATION
Accounting	Various locations	Classes are offered on campus and require general classroom space with availability of Smart Classroom support	The College is in the process of installing smart technology campus-wide.	Various locations
Addictive Disorder Studies (ADS)	Various locations	Classes are offered both on and off campus and require general classroom space with mediated instruction and Smart technology support	The College is in the process of installing smart technology campus-wide.	Various locations
Air Conditioning Refrigeration	OE Complex	Current lab and lecture facilities are projected to remain adequate for next five years.	Program has adequate facilities to run program.	Occupational Education (OE) Complex
Anthropology	Various locations	Classes are offered both on and off campus and require general classroom space with Smart technology support	The College is in the process of installing smart technology campus-wide.	Various locations
Art	South Hall		Program currently located in South Hall building. Is scheduled to remain there for the foreseeable future.	Interim: South Hall, North Hall Long term: Arts Complex
Automotive Body	Auto Technology Center	As a result of partial renovation per the Measure S Bond project, this lab/lecture facility is projected to be adequate for the next five years.	Renovations to the building were completed in Fall 2009.	Auto Technology Center
Automotive Technology	Auto Technology Center	As a result of partial renovation per the Measure S Bond project, this lab/lecture facility is projected to be adequate for the next five years.	Renovations to the building were completed in Fall 2009.	Auto Technology Center
Business	Various locations	Classes are offered both on and off campus and require general classroom space with Smart technology support.	The College is in the process of installing smart technology campus-wide.	Various locations

PROGRAM	CURRENT LOCATION	EDUCATIONAL MASTER PLAN – PRELIMINARY IMPLICATIONS FOR FACILITIES – RECTIFIED FOR 2009	FACILITY MASTER PLAN - RECTIFIED IMPLICATIONS FOR FACILITIES	PROPOSED LOCATION
Child Development	Various Locations	Plan to do major renovations for the Child Development Center, located on the north end of the college.	Scheduled renovations under Measure S Bond projected were completed in Spring 2007.	Various Locations
Computer Networking	OE complex	Current location is suitable. Smart Technology continues to be an expressed need of the program and is due to be accommodated per the Measure S Bond project.	The College is in the process of installing smart technology campus-wide.	Occupational Education (OE) Complex
Dental Assisting	Dental Hygiene	There is an acute need for a permanent facility. The current facility was designed to accommodate the Dental Hygiene program only and the area is now impacted with the two programs.	Have submitted an IPP requesting funding to renovate Building 5 for an expanded Dental program.	Undetermined
Dental Hygiene	Dental Hygiene	There is an acute need to identify a permanent facility for the Dental Hygiene program. The current facility was intended as a temporary facility when the program was launched in 1997.	Have submitted an IPP requesting funding to renovate Building 5 for an expanded Dental program.	Undetermined
Economics	Various locations	Classes are offered both on and off campus and require general classroom space with Smart Technology support.	The College is in the process of installing smart technology campus-wide.	Various locations
Engineering Technology	Modular Facility, Oxnard College Main Campus	This program is accommodated within the OE complex. Classroom and lab space is required with Smart Technology support.	The College is in the process of installing smart technology campus-wide.	Occupational Education (OE) Complex
English	Various locations	Classes are offered both on and off campus and require general classroom space with Smart Technology support.	The College is in the process of installing smart technology campus-wide.	Various locations

PROGRAM	CURRENT LOCATION	EDUCATIONAL MASTER PLAN – PRELIMINARY IMPLICATIONS FOR FACILITIES – RECTIFIED FOR 2009	FACILITY MASTER PLAN - RECTIFIED IMPLICATIONS FOR FACILITIES	PROPOSED LOCATION
English As a Second Language (ESL)	Various locations	Classes are offered both on and off campus and require general classroom space with Smart Technology support.	The College is in the process of installing smart technology campus-wide.	Various locations
Fire Academy	Camarillo Airport	This off-campus program is slated to be housed in the new complex being constructed per the Measure S Bond project.	Groundbreaking for this project occurred in Fall 2009.	Camarillo Airport
Fire Technology	Camarillo Airport	This off-campus program is slated to be housed in the new complex being constructed per the Measure S Bond project.	Groundbreaking for this project occurred in Fall 2009.	Camarillo Airport
Foreign Language	Various locations	Classes are offered both on and off campus and require general classroom space with Smart Technology support.	The College is in the process of installing smart technology campus-wide.	Various locations
History	Various locations	Classes are offered both on and off campus and require general classroom space with Smart Technology support.	The College is in the process of installing smart technology campus-wide.	Various locations
Legal Assisting	Various locations	Classes are offered both on and off campus and require general classroom space with Smart Technology support.	The College is in the process of installing smart technology campus-wide.	Various locations
Marine Studies	Various locations	This off-campus program is accommodated per leased space at the Channel Islands Marine Center.	Marine Center is scheduled for major renovations. Future space is yet to be determined.	Various locations
Mathematics	Various locations	Classes are offered both on and off campus and require general classroom space with Smart Technology support.	The College is in the process of installing smart technology campus-wide.	Various locations

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Media Center	Learning Resources Center	This center will remain in the LRC building and will be accommodated per redesign/renovation of the facility per the Measure S Bond project.	Media Center is scheduled for renovation in the new LRC Measure S expansion project.	Learning Resources Center
NATURAL SCIENCES Anatomy, Astronomy, Biology, Chemistry, Environmental Science, Geography, Geology, Microbiology, Physical Science, Physics, Physiology	Various locations	This department is in critical need of larger lecture/lab facilities to accommodate large enrollment situations. Dedicated lab space for general biology is critically needed, as well as expanded labs for all of the science lab programs.	Larger lecture/lab space has been identified as a college need, but the college will require additional State funding or an additional bond measure in order to construct additional lecture/lab facilities.	Various locations
Oxnard College Television (OCTV)	Learning Resources Center	Currently located in the LRC building.	Scheduled to move into new Theater/ Performing Arts Center in Spring 2011.	Theatre/Performing Arts Center
Program for Accelerated College Education (PACE)	Off campus – California State University Channel Islands, Santa Clara High School	This operation is currently housed in the Letters and Science building.	Will be relocating program to vacant space in the LRC building in Fall 2009.	Learning Resources Center
PERFORMING ARTS Music, Theatre, Dance	Various locations		Scheduled to move into new Theater/ Performing Arts Center in Spring 2011.	Theatre/Performing Arts Center
Personal Growth	Various locations	Classes are offered both on and off campus and require general classroom space with Smart Technology support.	The College is in the process of installing smart technology campus-wide.	Various locations

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Philosophy	Various locations	Classes are offered both on and off campus and require general classroom space with Smart Technology support.	The College is in the process of installing smart technology campus-wide.	Various locations
Physical Education/Health Education	Gymnasium, Athletics Fields	Classes are offered both on and off campus and require general classroom space with Smart technology support. In addition, the PE program will continue to require dedicated rooms and facilities for physical activity classes	PE facilities had several renovations funded by the Measure S bond program. Projects included a new stadium, soccer field, and bleachers, which seat 2,500 patrons. This work was completed in Spring 2009.	Gymnasium, Athletics Fields
Political Science	Various locations	Classes are offered both on and off campus and require general classroom space with Smart Technology support.	The College is in the process of installing smart technology campus-wide.	Various locations
Psychology	Various locations	Classes are offered both on and off campus and require general classroom space with Smart Technology support.	The College is in the process of installing smart technology campus-wide.	Various locations
Sociology	Various locations	Classes are offered both on and off campus and require general classroom space with Smart Technology support.	The College is in the process of installing smart technology campus-wide.	Various locations
Speech	Various locations	Classes are offered both on and off campus and require general classroom space with Smart Technology support.	The College is in the process of installing smart technology campus-wide.	Various locations
STUDENT SERVICES				

PROGRAM	CURRENT LOCATION	EDUCATIONAL MASTER PLAN – PRELIMINARY IMPLICATIONS FOR FACILITIES – RECTIFIED FOR 2009	FACILITY MASTER PLAN - RECTIFIED IMPLICATIONS FOR FACILITIES	PROPOSED LOCATION
Admissions and Records	Learning Resources Center	This operation will be accommodated within a new facility constructed per the Measure S Bond project.	Admissions and Records office now located in the new Student Services and Administration Building	Student Services and Administration Building
CalWORKS	Community Student Services Center	Currently located in the CSSC building.	No facilities needs anticipated at this time.	Community/Student Services Center (CSSC)
Career Center	Community Student Services Center	Currently located in the CSSC building.	No facilities needs anticipated at this time.	Community/Student Services Center (CSSC)
Counseling Center	Learning Resources Center	This operation will be accommodated within a new facility constructed per the Measure S Bond project.	Counseling Center offices now located in the new Student Services and Administration Building	Student Services and Administration Building
Educational Assistance Center (EAC)	Building #5	This operation will be accommodated within a new facility constructed per the Measure S Bond project.	Educational Assistance Center now located in the new Student Services and Administration Building	Student Services and Administration Building
Extended Opportunities Program & Services (EOPS) CARE	Community/Student Services Center	This operation is housed within the Community and Student Services Center. The growth in student clientele continues to grow and therefore reassessment of the space, enhancement needs, and possible expansion of the facility is required	While the program is expecting client growth, with State funding reductions for this program, no additional facilities needs are anticipated at this time.	Community/Student Services Center (CSSC)

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Financial Aid	Learning Resources Center	This operation will be accommodated within a new facility constructed per the Measure S Bond project.	Financial Aid offices now located in the new Student Services and Administration Building.	Student Services and Administration Building
Matriculation	Learning Resources Center	This operation will be accommodated within a new facility constructed per the Measure S Bond project.	Matriculation offices now located in the new Student Services and Administration Building	Student Services and Administration Building
Outreach/Recruitment	Learning Resources Center	This operation will be accommodated within a new facility constructed per the Measure S Bond project.	Outreach/Recruitment offices now located in the new Student Services and Administration Building	Student Services and Administration Building
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	Building #5	Inadequate space for program. Renovated space needed.	Student Health Center now located in the new Student Services and Administration Building	Student Services and Administration Building

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Transfer Center/ Articulation		This operation will be accommodated within a new facility constructed per the Measure S Bond project.	Transfer Center now located in the new Student Services and Administration Building	Student Services and Administration Building
Learning Center	Learning Resources Center	Extensive renovation of the Learning Resources Center, currently underway, is scheduled to be completed spring 2012. The expanded facility will house the Learning Resources Center	The Learning Resources Center is planned for phased renovation starting with renovation of the vacated south side after completion of the new Student Services and Administration Center. This will be followed by north side renovations which will house programs such as Distance Learning, the Media Center, and the Campus Resource Center.	Learning Resources Center
Library	Learning Resources Center	A major renovation, presently underway, of the Learning Resources Center, which houses the Library, is included in the Measure S 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. The Library will be a part of the renovation.	Learning Resources Center

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Tutorial Center	Learning Resources Center	This operation will continue to be housed within the LRC facility which is proposed for major renovations per the Measure S bond project.	Will remain in the LRC.	Learning Resources Center