



OXNARD COLLEGE

2013-2019

EDUCATIONAL MASTER PLAN

PRESIDENT'S MESSAGE



The previous Educational Master Plan (EMP) was prepared to cover the period between 2010 and 2015. The EMP was utilized in decision-making in the Planning and Budgeting Council (PBC) in resource allocation decisions and to guide the institution in its program development, facilities and technology implementation.

In June 2013, the Board of Trustees completed a significantly updated District-wide EMP from the previous plan created in 2002. After a year's work with input from internal and external constituents, the board approved an EMP covering a six-year period (2013-2019) that aligned itself with the newly established EMP and accreditation integrated planning processes. The Board settled on the three major goals for the District with attendant objectives to guide the District during this time period.

As a result, Oxnard College embarked on a process in Fall 2013 to update the College's EMP to align itself with the newly developed Board approved plan. A timeline with an attendant set of activities was established so as to update the College's EMP by March 2014. The process included seeking input from internal and external constituents utilizing the governance structure; updating internal and external data; establishing updated planning assumptions; reviewing and approving a new mission statement; updating facilities and technology plans; utilizing the program review process to reflect a more dynamic use of the plan; and adding communication and enrollment management as new sections that makes transparent how the College intends to meet key aspects of the plan.

This update is a new and dynamic change from the previous plan that has the prospect of making Oxnard College's Educational Master Plan a more relevant and utilized key document in fulfilling the revised mission of the College over the next six years.

I am grateful to all those who participated in developing this updated plan and for the core group who strategized in developing the process to move us forward in a timely manner. That group included Dr. Erika Endrijonas, Dr. Michael Bush, Dr. Linda Kama'ila and Dr. Cynthia Herrera. I trust this plan will contribute a supporting our effort in establishing a student-centered, high-performance organization.

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 Administration 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 1 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 external and internal environmental data, respectively, 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 reflects the new EMP architecture that provides a new dynamic use of the program review process. Chapter 4 provides for our Enrollment Management Plan that ultimately supports how we intend to grow. Chapter 5 discusses the value of communication and related activities to engage the entire campus in implementation, and monitoring the plan. Chapter 6 reflects the related facilities plan while Chapter 7 addresses the related technology plans that support the objectives of the College.

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 for instructional programs; the Student Services Leadership Team and the Business Services Council conduct program reviews for their respective areas. College programs are reviewed on a three-year cycle with abbreviated, annual reviews during the intervening years, as needed..

The Educational Master Plan links to the College goals/objectives which links 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. Simply put, 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 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 which opened in Spring 2011, the new bookstore and food services facilities. Already completed are the new Warehouse and Student Services Building. At the District's Camarillo Airport property, a High Tech Center and Fire Technology facility has been 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 was completed in Summer 2012; the College is currently in the early construction phase for the new Dental Hygiene Building and a seismic retrofit of Condor Hall is scheduled to begin in Summer 2014..

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.

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.

Based on State expectations, the Ventura County Community College District Board of Trustees set about to develop its own vision, mission and values statements.

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.

Based on these core expectations of the District, Oxnard College, in updating this Educational Master Plan, reaffirmed its vision and values but revised its mission statement.

OXNARD COLLEGE VISION, MISSION, AND VALUES

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

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 commonalities and the differences that promote the best of who we are.

Excellence

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

Integrity and Civility

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

Learning

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

Shared Decision Making

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

PROCESS USED TO UPDATE THE COLLEGE'S EDUCATIONAL MASTER PLAN

In June 2013, the Board of Trustees completed the development of the District Educational Master Plan (EMP) with final approval in September (Appendix A). The EMP covered the period of 2013-2019 as outlined in the integrated planning process. In August of that summer, the President of Oxnard College formed an internal group to outline the process for the campus to update its EMP to align with the new District EMP.

The updated Oxnard College EMP framework was developed to blend the original College EMP (2010-2015) and elements that the core group decided would be necessary to make the new EMP a more dynamic, useful document that would provide the campus the backdrop for planning by the Planning and Budgeting Council (PBC) as it set out to do its work. The framework was shared with the PBC for review and comment. A timeline was set for the College to do its work beginning Fall semester 2013 and continue through the Spring semester with a deadline of sharing the updated OC EMP with the Board of Trustees in March 2014.

The framework of the updated OC EMP included the following features:

- Update the President's Message

- Realign the goals of the State, District and College so that a logical delineation of these entities flowed from broad specifics (i.e. from the State, to the District, to the College). The previous OC EMP did not have this order of delineation.
- The PBC was charged with reviewing and updating the Vision, Mission and Values statement of the College with a goal of reducing the mission statement to a single sentence.
- Update pertinent internal and external environmental scan data
- Revise and update the college goals and objectives from the original OC EMP to align with the new Board goals and objectives
- Seek feedback from internal and external constituents on the update of college goals and objectives and, more specifically, prioritize the identified OC updated goals and objectives for use in implementation (Appendix A)
- Reframe the original program descriptions to a more dynamic use of internal program review processes and related integrated planning processes so as to make the new OC EMP more useful on a year-to-year basis due to the improved use of data and rapid change in facilities and technology (i.e., “EMP Architecture”)
- Include assumptions made in the District EMP in the new OC EMP as well as add assumptions germane to the College
- Update the campus Facilities Plan
- Update the campus Technology Plan
- Include the newly developed Communications Plan for the College in the OC EMP in order to promote transparency
- Include the Enrollment Management Plan of the College in the OC EMP so that campus and District personnel know how the College will continue to facilitate growth and efficiency that supports student success

During Fall semester, the PBC conducted its assigned charge and recommended a revised mission statement while internal and external constituent input was sought on the updated OC EMP. Additionally, environmental scan was updated, where appropriate, as well as the campus facilities and the technology plans.

In March 2014, the updated OC EMP was as presented to the Board in order that they become aware that the OC EMP was aligned with the District plan for 2013-2019

PLANNING ASSUMPTIONS

The District has posited several planning assumptions that will effect Oxnard College as delineated below.

- Graduation or completion rates, time allocated to completion, and the labor market applicability of the degrees earned will continue to be primary concerns on the state and national level. Because of this, the shift of funding based at least partially on completion (rather than the current model of enrollment at census) is likely.
- The District will continue to take into account demographic trends and analysis, especially as related to serving the diverse populations of Ventura County.
- The percentage of students electing to take courses online will continue to grow, and competition for the online market from proprietary schools will increase. The likely development of a single portal to access all online courses in public community colleges in California will make it more necessary for local online courses to improve in quality and technical format.
- Accreditation standards will continue to focus on student learning and achievement outcomes, and will expect colleges to address the performance gaps that become apparent through the analysis of disaggregated data. Accreditation standards will also continue to focus on financial responsibility and stability.
- It is to the advantage of the Ventura County Community College District and the communities we serve to clarify our mission and target populations to maintain pace with emerging instructional techniques and technologies which expand access and enhance the educational experience; and to identify improved strategies to advance student attainment of degrees, certificates and workplace skills in a manner that straightens the path to completion, thus enabling greater access to educational opportunity.
- Ongoing professional development of employees is a fundamental component of the systemic change needed to improve student success. Benefits of employee professional development include lower turnover, improved morale, greater organizational efficiency, and improved job competency, all of which can lead to a higher level of student satisfaction with their educational experience.
- The Ventura County Community College District's budget does not dictate the goals of the District or its colleges; instead, the goals clarify our organizational intent and dictate the allocation of the budget to the priorities that advance that intent.

In addition, several other planning assumptions will also affect the development of Oxnard College. They include:

- Implementation of SB 1456 – the Student Success Act will cause the College to adjust operations to be in compliance with the law. Aspects of the law may affect funding as the law increases performance-based measures and possibly cause reorganization of the College to better meet the needs of students.
- AB 86 – Adult Education, will possibly require adding adult education programming to the scope of services offered by the college, thereby, possibly affecting the AFT contract, budgeting and additional outcome measures.
- As a Hispanic-Serving Institution (HSI) Oxnard College will need to pursue additional funding so as to increase programming and services to better improve student success options that positively affect Hispanic students and, subsequently, all students at the College.
- As the College continues the addition of facilities, additional pressure will be on the maintenance of said facilities with the addition of needed staff as well as require strategic/logistical planning to support enrollment management.
- The state is likely to support the option of community colleges offering a Bacheloreatte degree in an occupational area not competitive with the local university.

CHANCELLOR AND BOARD OF TRUSTEES OBJECTIVES TO ASSIST IN ACHIEVING STATED GOALS

Adopted: October 8, 2013 Board of Trustees Meeting

The VCCCD Board of Trustees, at their June 2013 planning session, received, discussed, and moved forward six goals for the District’s 2013-2019 Master Plan. After much collaboration and input from internal and external participants, it was determined there are three over-arching strategic goals that will be the focus at this time. The other three goals are included as subsets of the three over-arching goals listed below.

Strategic Goal 1. Increase access and student success

Scope and Rationale: This District-wide goal emphasizes the active role of the Colleges and District Administrative Center in:

- Promoting access to educational opportunities for students;
- Supporting student success at the Colleges as students move to completion of degrees, certificates, and transfer in a timely fashion;

- Evaluating the use of technology and online opportunities to meet this goal. Also of primary importance is the need to work with K-12 partners in addressing the issue of lack of college preparedness;
- Focusing, through Student Success Act of 2012, efforts leading to student success and completion; and
- Using the Student Success Scorecard, established through the California Community Colleges Board of Governors, as a performance measurement system to track student success at all 112 California community colleges. The data available in this scorecard is an indicator of how well colleges are doing in developmental instruction, job-training programs, retention of students, and graduation and completion rates.

Strategic Goal 2. Partner more effectively to meet community needs

Scope and Rationale: This District-wide goal emphasizes the active role of the Colleges and District Administrative Center in enhancing the economic vitality of Ventura County. Effective partnerships are critical for the District to support economic development and to create seamless and relevant pathways for students leading from education to careers.

The Colleges and District Administrative Center support workforce and economic development in Ventura County by:

- Providing training and skill development for both incumbent and new workers for existing jobs;
- Supporting the creation of new jobs by serving as an educational resource to help attract new businesses/employers to the area; and
- Evaluating, maintaining, and improving existing and establishing new relationships with private, governmental, and educational agencies and institutions, which will set the stage for collaboration.

Strategic Goal 3. Promote effective use of organizational resources

Scope and Rationale: This District-wide goal emphasizes fiscal stewardship by:

Focusing the Colleges and the District Administrative Center on the importance of maintaining the vitality of employees and fiscal stability, and

- Encouraging ongoing efforts to find and leverage additional resources.

With the District EMP as a backdrop, Oxnard College updated and aligned the District goals with related goals and objectives. (See Appendix B for an extended version of the Board goals/objectives)

OXNARD COLLEGE STRATEGIC GOALS

VCCCD STRATEGIC GOAL 1: Increase Access and Student Success

College Goal 1.1 – *Increase the Timely Student Completion of Degrees, Certificates, and Transfer Majors*

- 1.1A Schedule classes that meet requirements as outlined in the two-year matrices developed for each degree program. Ensure that required courses are distributed throughout the schedule so that students can take more than one required course at a time, and ideally, a schedule that permits full-time enrollment.
- 1.1B Utilize a proactive approach to counseling that is available online and in person to meet the needs of both day and evening students. Ensure sufficient access to transfer counseling and related counseling services.
- 1.1C Ensure that courses required for Associate of Arts and Associate of Sciences for Transfer Degrees have the highest scheduling priority.
- 1.1D Identify strategies to encourage students to enroll as full-time students to accelerate time to completion of their educational goal and to increase the likelihood of success.

College Goal 1.2 – **Increase Student Success**

- 1.2A Implement the Student Success Act provisions, including mandatory orientation, assessment and development of educational plans for all incoming first year students.
- 1.2B Innovate and/or expand methods of assessment and placement of students into English, Math and ESL courses, including pre-assessment orientations to the testing process and workshops to better prepare students for more accurate placement.
- 1.2C Partner with local high schools to help prepare their students to be more “college ready” upon graduation and entry to Oxnard College.
- 1.2D(a) Encourage all continuing students to be proactive and train them to utilize DegreeWorks as their educational planning tool, especially prior to seeing a Counselor to make the best use counseling appointments and services.
- 1.2D(b) Provide professional development opportunities and instructional technology for faculty to incorporate new strategies for assessment, teaching and learning to facilitate student success and completion.
- 1.2E Develop, evaluate and/or revise existing ESL and basic skills courses/sequences to enhance student completion and success in college-level and transferrable classes.

1.2F	Encourage instructional faculty utilization of Early Academic Alert systems already in place. Continue to expand tutoring and learning resource services – both face-to-face and online – to facilitate student success regardless of mode of delivery.
<u>College Goal 1.3 – Remain Competitive in the Online Market</u>	
1.3A	Fully develop and implement access to counseling – both general and transfer – services online.
1.3B	Fully implement an online orientation and access to online tutoring in a wide variety of subject areas.
1.3C	Develop more fully online degrees and certificates. Determine gaps in the current offerings and develop courses to ensure that all non-major degree requirements can be met online.
1.3D	Enhance professional development opportunities for faculty teaching online, especially as it relates to student retention and completion.
1.3E	Ensure sufficient online access to admissions and financial aid information/processes.

VCCCD STRATEGIC GOAL 2: Partner More Effectively to Meet Community Needs

College Goal 2.1 – Increase the Timely Student Completion of Degrees, Certificates, and Transfer Majors

2.1A	More effectively market Oxnard College to the local community as the college of choice for residents in the Oxnard Plain.
2.1B	Build upon existing partnerships with local business and industry to expand internship and job opportunities for certificate and degree students.
2.1C	Establish outreach efforts to the local high schools and middle schools that are not dependent upon grant funding to support over time.
2.1D	Partner more effectively and more broadly with Adult Education to provide learning opportunities in ESL, English and Math; create a clear connection and bridge to the credit program(s).
2.1E	Expand the Condor Middle College to meet local demand.

VCCCD STRATEGIC GOAL 3: Promote Effective Use of Organizational Resources

College Goal 3.1 – Maintain Organizational Vitality

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| 3.1A | Promote transparency and open dialogue through College-wide forums to share Budget and Accreditation information, to discuss the college's Mission and Vision, and to solicit feedback from the college community. |
| 3.1B | Maintain instructional environment and support areas in a clean, safe, and wholesome manner that promotes student success and a positive image. |
| 3.1C | Maintain and expand the existing supportive environment that values professional development opportunities for faculty, staff, and management. |
| 3.1D | Encourage faculty, staff, and manager participation and service on local, state and national committees and in related organizations as a way to help the college remain current. |
| 3.1E | Continue to encourage service on district-wide committees to help the college stay connected with its sister colleges and with the district. |

College Goal 3.2 – Promote Fiscal Stability and the Effective Use of Organizational Resources

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| 3.2A | Remain vigilant in the focus on student success and the link between program review and resource allocation. |
| 3.2B | Fully employ institutional effectiveness measures and identify areas for improvement. |
| 3.2C | Maintain a 2% contingency fund to address revenue fluctuations as well as unforeseen major expenses. |
| 3.2D | Continue to incorporate total cost of ownership principles in evaluating facility needs and resource allocations. |
| 3.2E | Where possible, use Green principles when it controls costs and meets or exceeds efficiency standards. |

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.

Institutional Student Learning Outcomes

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."

To this end, the College has established the following Institutional Student Learning Outcomes/Core Competencies:

Throughout your education at Oxnard College, you will hear about Student Learning Outcomes, or what the faculty of Oxnard College believes you should have achieved before you graduate with a degree or certificate. Below, you will find the institution-level SLOs, and those have been mapped to program-level SLOs which you will find later in the catalog where program requirements are listed. All courses have SLOs, too, which can be found in individual course syllabi.

- I. **ISLO #1:** Understands and applies one or more discipline's basic content, principles, methodologies, and perspectives.
- II. **ISLO #2:** Exhibits the ability to communicate clearly and effectively, both orally and in writing.
- III. **ISLO #3:** Applies creativity, critical thinking, and reasoning to obtain solutions to problems and/or equations.
- IV. **ISLO #4:** Demonstrates the ability to find, organize, understand, critically examine and use information from various sources using a variety of technologies.
- V. **ISLO #5:** Demonstrates awareness of multiple perspectives; understands the complexities of social and ethical issues.
- VI. **ISLO #6:** Demonstrates effective skills required for a career or transfer to a four-year institution.

These ISLOs are under continuous review.

INSTITUTIONAL EFFECTIVENESS

In order to track broad measures of institutional measures on student success, the Student Success Committee monitors data on three levels: the Voluntary Framework of Accountability (national measures established by the American Association of Community Colleges) *Appendix C*; the Student Success Scorecard (State measures established by the California Community Colleges Chancellor's Office) *Appendix D*; and the Student Equity Plan (Education Code §66010.20 and California Community Colleges Board of Governor's Student Equity Policy) *Appendix E*. In addition, other measures are utilized in program review and other identified measures selected by the Student Success Committee.

CHAPTER TWO

SECTION A

(External Environment)

EXTERNAL ENVIRONMENT

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 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 Estimates				
County / City	2010	2011	2012	2013
Ventura County	(4/1/2010)	(1/1/2011)	(1/1/2012)	1/1/2013)
Camarillo	65,201	66,140	66,094	66,428
Fillmore	15,002	15,085	15,074	15,175
Moorpark	34,421	34,629	34,660	34,904
Ojai	7,461	7,494	7,500	7,548
Oxnard	197,899	199,265	199,446	200,855
Port Hueneme	21,723	21,554	21,582	22,024
San Buenaventura	106,433	106,232	106,666	108,294
Santa Paula	29,321	29,464	29,741	29,953
Simi Valley	124,237	124,734	124,725	125,558
Thousand Oaks	126,683	127,264	127,431	128,143
Balance Of County	94,937	96,013	96,146	96,554
Incorporated	728,381	731,861	732,919	738,882
County Total	823,318	827,874	829,065	835,436

State of California, Department of Finance, *E-5 Population and Housing Estimates for Cities, Counties and the State — January 1, 2011- 2013*. Sacramento, California, May 2013.

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.

P-2: State and County Population Projections by Race/Ethnicity: 2010-2060
Ventura County

State/ County	Ethnicity	Year						
		2010	2015	2020	2030	2040	2050	2060
Ventura	Total	825,077	851,859	867,535	912,548	960,528	995,578	1,034,651
Ventura	White	402,144	396,324	387,497	379,115	377,260	372,690	379,005
Ventura	Black	13,216	13,113	12,930	12,827	13,172	14,077	15,397
Ventura	Amer Ind	2,363	2,344	2,333	2,292	2,210	2,129	2,080
Ventura	Asian	55,015	56,884	54,879	54,838	64,254	73,962	88,891
Ventura	Nat Hawaii	1,351	1,349	1,313	1,338	1,307	1,735	2,216
Ventura	Hispanic	333,230	361,882	386,209	434,350	469,490	493,345	504,057
Ventura	Two+	17,758	19,964	22,374	27,788	32,835	37,640	43,005

State/Cou nty	Ethnicity							
Ventura	Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Ventura	White	48.7%	46.5%	44.7%	41.5%	39.3%	37.4%	36.6%
Ventura	Black	1.6%	1.5%	1.5%	1.4%	1.4%	1.4%	1.5%
Ventura	Amer Ind	0.3%	0.3%	0.3%	0.3%	0.2%	0.2%	0.2%
Ventura	Asian	6.7%	6.7%	6.3%	6.0%	6.7%	7.4%	8.6%
Ventura	Nat Hawaii	0.2%	0.2%	0.2%	0.1%	0.1%	0.2%	0.2%
Ventura	Hispanic	40.4%	42.5%	44.5%	47.6%	48.9%	49.6%	48.7%
Ventura	Two+	2.2%	2.3%	2.6%	3.0%	3.4%	3.8%	4.2%

For more information:

<http://www.dof.ca.gov/research/demographic/reports/projections/P-2/>

Highlights

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By 2060, California will have 13 counties of one million or more, with eight of those with two million or more residents. Six of the counties with at least one million will be inland counties. The four new counties reaching one million will be Fresno, Kern, San Joaquin, and **Ventura**. The latest projection series indicate that early in 2014, the Hispanic population will become the plurality in California for the first time since California became a state. By 2060, both the Black and the White populations will have increased in size, but decreased in proportion to the total population. Hispanics will comprise nearly half (48 percent) of all Californians. Asians will also grow significantly in population, but only marginally relative to the total population to just over 13 percent from their current level of just under 13 percent. The non-Hispanic White population will decline to 30 percent from the current 39 percent and the Black population from 6 percent to 4 percent.

Southern California will lead the State's growth over the next 48 years (2012 to 2060), growing by 8 million to a total population of 31 million. Riverside County will have the largest growth (nearly 2 million) of any county in the state and become the second most populated county in the state at 4.2 million, trailing only Los Angeles at 11.6 million. The San Joaquin Valley will nearly double, adding 3 million new Californians, increasing from 3.2 million to 6.2 million. Rural California counties will tend to have an increasingly aging population and tend to grow at a slower pace than the rest of the state.

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.

P-2: State and County Population Projections by Race/Ethnicity and Age (5-year groups): 2010-2060 Total All Races

		Year						
State/County	Age Group	2010	2015	2020	2030	2040	2050	2060
Ventura	Total	825,077	851,859	867,535	912,548	960,528	995,578	1,034,651
Ventura	15-19	64,510	60,116	56,064	56,196	60,507	60,522	59,942
Ventura	20-24	56,540	64,219	58,802	54,425	59,776	62,600	60,824
Ventura	25-29	54,414	56,190	62,685	55,940	57,923	62,613	63,126
Ventura	30-34	51,494	54,341	55,354	58,417	56,030	61,568	65,277
Ventura	35-39	53,043	51,640	53,793	62,584	57,588	59,822	64,922
Ventura	40-44	57,673	52,867	50,873	55,058	59,445	57,362	63,543
Ventura	45-49	62,381	57,146	51,871	52,929	62,639	58,269	60,966
Ventura	50-54	61,152	61,341	55,700	49,467	54,336	59,189	57,525
Ventura	55-59	51,621	59,603	59,318	49,723	51,597	61,321	57,453
Ventura	60-64	42,839	49,497	56,711	52,282	47,359	52,037	57,181
	65+	97,079	116,053	138,192	190,063	217,304	226,774	244,730
Ventura	Median	36.3	37.1	38.0	39.4	41.1	41.6	41.9

<http://www.dof.ca.gov/research/demographic/reports/projections/P-2/>

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

Source: Data Mart, State Chancellor's Office, FTES query for 2009-10 through 2012-13 (all credit for selected TOP codes). FTES entries vary slightly from final figures compiled at campus level.

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.

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.

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 percentage growth.

FASTEST GROWING OCCUPATIONS WITHIN OXNARD COLLEGE SERVICE AREA 2010-2020 (ranked by percentage change)			
Rank	Occupation Title	% Change	Estimated Need
1	Home Health Aides	62.8%	1,840
2	Loan Officers	58.0%	790
3	Glaziers	53.8%	200
4	Personal Care Aides	52.1%	5,050
5	Physical Therapist Aides	50.0%	360
6	Credit Analysts	50.0%	300
7	Meeting, Convention, and Event Planners*	50.0%	180
8	Electronic Home Entertainment Equipment Installers and Repairers	50.0%	90
9	Personal Financial Advisors	47.8%	340
10	Tellers	43.7%	1,710
11	Market Research Analysts and Marketing Specialists*	42.7%	1,270
12	Pesticide Handlers, Sprayers, and Applicators, Vegetation	41.7%	170

Source: <http://www.labormarketinfo.edd.ca.gov/OccGuides/FastGrowingOcc.aspx?Geography=0604000111>

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 2010-2020 (ranked by highest numerical need)			
Rank	SOC Code	Occupation	Projected Employment
1	430000	Office and Administrative Support Occupations	59,050
2	410000	Sales and Related Occupations	43,710
3	110000	Management Occupations	34,480
4	350000	Food Preparation and Serving Related Occupations	33,640
5	450000	Farming, Fishing, and Forestry Occupations	21,420
6	510000	Production Occupations	20,570
7	250000	Education, Training, and Library Occupations	20,530
8	530000	Transportation and Material Moving Occupations	20,200
9	130000	Business and Financial Operations Occupations	19,610
10	470000	Construction and Extraction Occupations	15,890
11	390000	Personal Care and Service Occupations	15,380
12	290000	Healthcare Practitioners and Technical Occupations	15,320
13	370000	Building and Grounds Cleaning and Maintenance Occupations	12,550
14	490000	Installation, Maintenance, and Repair Occupations	11,070
15	150000	Computer and Mathematical Occupations	9,330
	000000	Total, All Occupations	392,500

<http://www.labormarketinfo.edd.ca.gov/cgi/dataanalysis/occprjReport.asp?menuchoice=occprj>

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.

Career and Technical Education Programs – FTES Earnings

Ranking by FTES earned	TOP Code	Title	2012-2013 FTES
#1	2104.40	Alcohol and Controlled Substances-210440	140.23
#2	2133.50	Fire Academy-213350	118.55
#3	1306.00	Nutrition, Foods, and Culinary Arts-130600	100.51
#4	1305.00	Child Development/Early Care and Education-130500	100.31
#5	2133.00	Fire Technology-213300	84.18
#6	0948.00	Automotive Technology-094800	78.13
#7	0701.00	Information Technology, General-070100	57.29
#8	1250.00	Emergency Medical Services-125000	56.57
#9	1708.10	Computer Networking-070810	55.87
#10	0506.00	Business Management-050600	49.76
		67.1% of total CTE FTES earned at OC 2012-13	841.4

Source: Data Mart, State Chancellor's Office, FTES query for 2012-13. 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			
	2003-04	2008-09	2012-13
12 th grade enrollments	3,673	4,108	4,092
9 th grade enrollments	4,148	4,113	4,189

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

Graduates from the Oxnard Union High School District	
	2011-2012
12 th grade enrollments	4,102
Graduates	3,333
Percent of Students Graduating from 12 th Grade	80%
High School Graduates with UC/CSU Required Courses	22.1%

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

Universities

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.

CHAPTER TWO

SECTION B

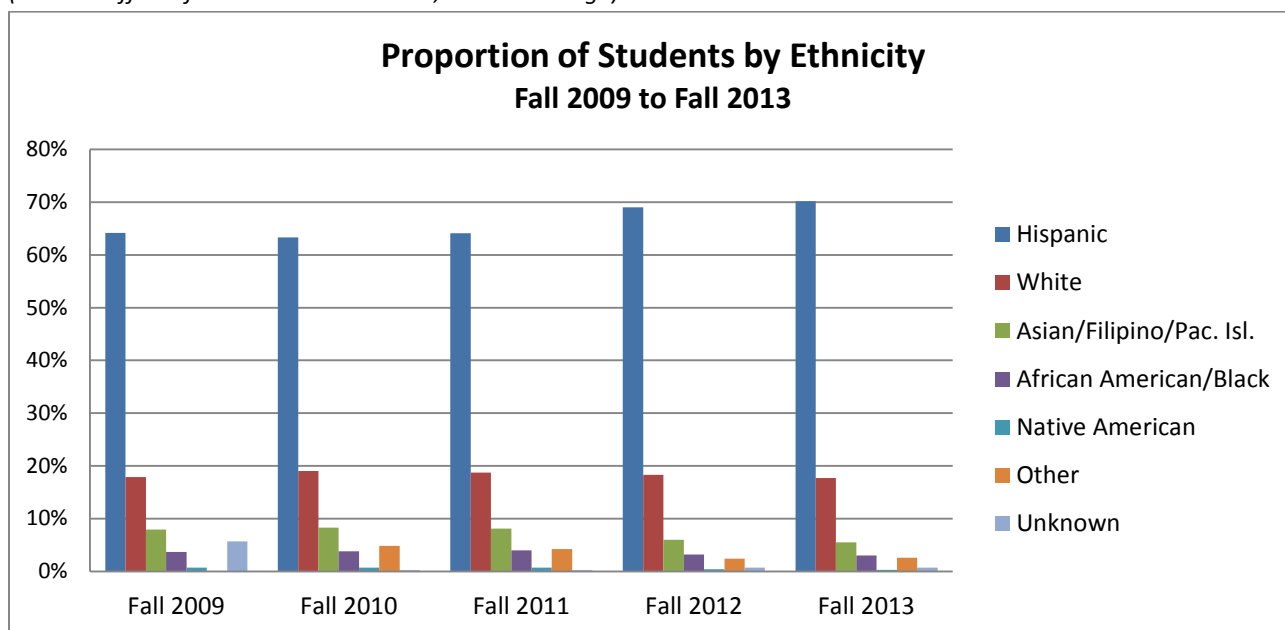
(Internal Environment)

INTERNAL ENVIRONMENT

Student Ethnicity

The following tables represent the 2013 distribution of students by ethnicity. Over 70% of the student population at Oxnard College is of Latino descent. Approximately 17.7% are white, 5.5% are Asian-Filipino/Pacific islander, 3.0% are African-American, less than 1% are of Native American descent, and the remainder multi-ethnic (2.6%) or unspecified (.07%).

(Source: Office of Institutional Research, Oxnard College)



	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Student Ethnicity/Headcount	8,350	7,918	7,440	7,126	6,961
Hispanic	5,358	5,010	4,772	4,920	4,886
White	1,491	1,505	1,391	1,306	1,235
Asian/Filipino/Pac. Isl.	657	657	603	428	385
African American/Black	309	301	301	228	206
Native American	59	53	49	25	22
Other	0	377	312	171	178
Unknown	476	15	12	48	49

Source: Office of Institutional Research, Oxnard College

Student Ethnicity/Percentage	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Hispanic	64.2%	63.3%	64.1%	69.0%	70.2%
White	17.9%	19.0%	18.7%	18.3%	17.7%

Asian/Filipino/Pac. Isl.	7.9%	8.3%	8.1%	6.0%	5.5%
African American/Black	3.7%	3.8%	4.0%	3.2%	3.0%
Native American	0.7%	0.7%	0.7%	0.4%	0.3%
Other	0.0%	4.8%	4.2%	2.4%	2.6%
Unknown	5.7%	0.2%	0.2%	0.7%	0.7%
	100.0%	100.0%	100.0%	100.0%	100.0%

Student Age Characteristics

As illustrated in the following tables, the 20-24 age group (2,695) comprises the largest group of students attending the college, followed by students under 20, primarily 18 and 19 year-olds (1,682).

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Student Age	8,350	7,918	7,440	7,126	6,961
<20	2,122	2,107	1,839	1,700	1,682
20-24	2,845	2,708	2,677	2,689	2,695
25-29	1,156	1,069	1,026	1,009	989
30-39	1,114	1,011	880	884	853
40-49	714	646	604	491	430
50+	399	377	414	353	312
Unknown	0	0	0	0	0

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
Student Age					
<20	25.4%	26.6%	24.7%	23.9%	24.2%
20-24	34.1%	34.2%	36.0%	37.7%	38.7%
25-29	13.8%	13.5%	13.8%	14.2%	14.2%
30-39	13.3%	12.8%	11.8%	12.4%	12.3%
40-49	8.6%	8.2%	8.1%	6.9%	6.2%
50+	4.8%	4.8%	5.6%	5.0%	4.5%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

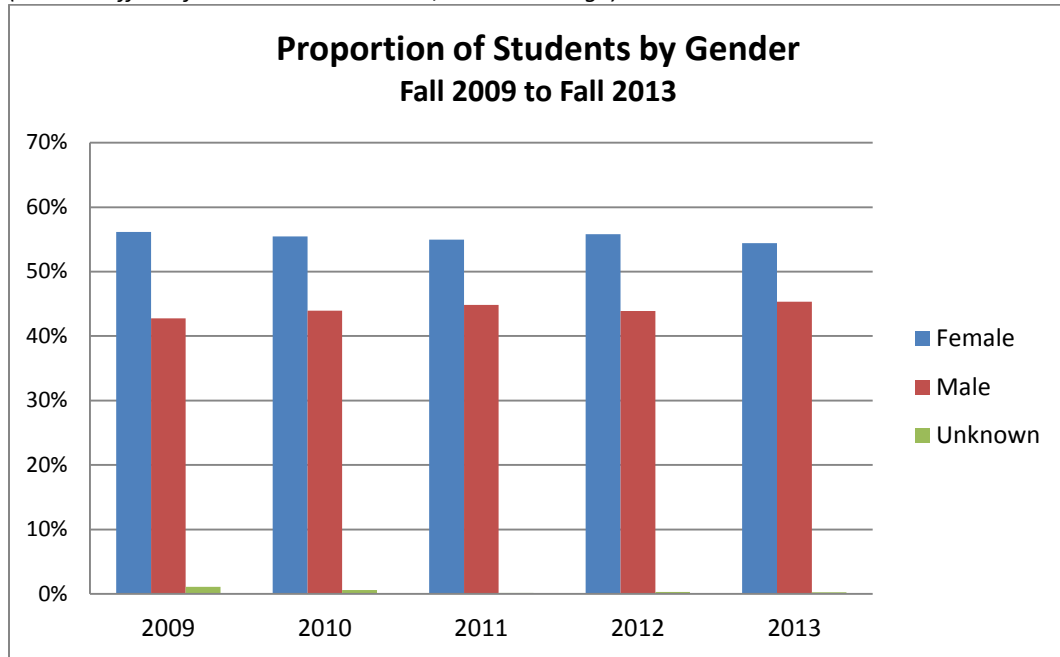
Source: Office of Institutional Research, Oxnard College

Student Gender

Female students currently comprise 54.4% of the student population at Oxnard College. Male students comprise 45.3% of the population and less than 1% are unknown. The gender distribution over the past five year period at Oxnard College has been fairly consistent, although the percentage of males has increased nearly 3 percentage points while the female proportion

has decreased slightly. Figures vary slightly from the Fall 2012 statewide average of 53.6% female, 45.3% male, and 1.1% unknown.

(Source: Office of Institutional Research, Oxnard College)



Gender	2009	2010	2011	2012	2013
Female	4,688	4,391	4,091	3,978	3,787
Male	3,570	3,479	3,337	3,127	3,156
Unknown	92	48	12	21	18

Gender	2009	2010	2011	2012	2013
Female	56.1%	55.5%	55.0%	55.8%	54.4%
Male	42.8%	43.9%	44.9%	43.9%	45.3%
Unknown	1.1%	0.6%	0.2%	0.3%	0.3%

Student Participation Rates by City

As indicated in the following table, in 2013 the principal feeder cities to Oxnard College were, in descending order, Oxnard (4,510), Port Hueneme (533), Camarillo (487), Ventura (362), and Simi Valley (172). Although the overall share of students from Oxnard has consistently decreased over the past 5 years, these data represent a historical , relatively persistent pattern of student participation for the listed cities. *(Source: Office of Institutional Research, Oxnard College)*

Oxnard College Students Enrolled by Selected Cities Fall 2004 to Fall 2008											
City	Fall 2009		Fall 2010		Fall 2011		Fall 2012		Fall 2013		
	N	%	N	%	N	%	N	%	N	%	Change
Agoura Hills	23	0.3%	28	0.4%	20	0.3%	30	0.4%	18	0.3%	(12)
Camarillo	662	7.9%	614	7.8%	540	7.3%	524	7.4%	487	7.0%	(37)
Carpinteria	6	0.1%	6	0.1%	4	0.1%	8	0.1%	9	0.1%	1
Fillmore	55	0.7%	58	0.7%	56	0.8%	45	0.6%	34	0.5%	(11)
Malibu	19	0.2%	19	0.2%	20	0.3%	15	0.2%	15	0.2%	0
Moorpark	83	1.0%	83	1.0%	72	1.0%	66	0.9%	65	0.9%	(1)
Newbury Park	103	1.2%	112	1.4%	101	1.4%	102	1.4%	101	1.5%	(1)
Ojai	45	0.5%	45	0.6%	39	0.5%	41	0.6%	38	0.5%	(3)
Oak Park	10	0.1%	13	0.2%	8	0.1%	15	0.2%	15	0.2%	0
Oak View	14	0.2%	23	0.3%	15	0.2%	22	0.3%	15	0.2%	(7)
Oxnard	5615	67.2%	5274	66.6%	4897	65.8%	4622	64.9%	4510	64.8%	(112)
Port Hueneme	678	8.1%	587	7.4%	610	8.2%	536	7.5%	533	7.7%	(3)
Santa Barbara	27	0.3%	35	0.4%	29	0.4%	24	0.3%	26	0.4%	2
Santa Paula	121	1.4%	74	0.9%	91	1.2%	105	1.5%	105	1.5%	0
Simi Valley	132	1.6%	162	2.0%	141	1.9%	153	2.1%	172	2.5%	19
Somis	21	0.3%	22	0.3%	19	0.3%	16	0.2%	27	0.4%	11
Thousand Oaks	127	1.5%	121	1.5%	117	1.6%	113	1.6%	147	2.1%	34
Ventura	376	4.5%	390	4.9%	411	5.5%	388	5.4%	362	5.2%	(26)
Westlake Village	19	0.2%	23	0.3%	24	0.3%	29	0.4%	34	0.5%	5
Total of Above Cities	8,136	97.4%	7,689	97.1%	7,214	97.0%	6,854	96.2%	6,713	96.4%	(141)
Total College Enrollments	8,350	100%	7,918	100%	7,440	100%	7,127	100%	6,961	100%	(166)

Student Retention

Prior to Fall 2012 Oxnard College retention and success rates were both consistently higher than the statewide average. Although the rates for Oxnard College fell in Fall 2012, the success rate in Fall 2013 is the highest it has been in at least five years.

Retention is the completion of a course where a passing or non-passing grade was issued (A, B, C, D, F, NC, and NP) but the student did not withdraw. Success is the completion of a course where only a passing grade was issued (A, B, C, CR, and P).

STUDENT SUCCESS/RETENTION 2009-2013					
TERM	RETENTION	SUCCESS	TOTAL	RETAINED	SUCCESS
Fall 2009	85.7%	66.8%	22,202	19,017	14,843
Fall 2010	86.3%	70.0%	20,172	17,408	14,117
Fall 2011	85.7%	70.1%	18,764	16,080	13,151
Fall 2012	85.8%	69.5%	17,972	15,428	12,492
Fall 2013	85.7%	71.9%	17,045	14,614	12,248

Source: Office of Institutional Research, Oxnard College

CHAPTER THREE

INTEGRATING THE EDUCATIONAL MASTER PLAN INTO ANNUAL CAMPUS PLANNING

There are many planning groups at Oxnard College who refer to the Educational Master Plan in their annual planning. These planning groups are coordinated through the President's Cabinet, Planning and Budget Committee (a shared governance committee), Deans' Council and the Academic Senate. Many different planning groups have a piece of the plan to implement. In this chapter, we'll look at typical ways that groups on campus integrate their planning with the Educational Master Plan. We will also outline the principles that drive integrated planning on our campus.

Guiding Principles of Integrated Planning

1. **Accreditation.** All groups on planning must be aware of and receive continuous professional development on issues related to Accreditation. Accreditation standards provide a way of building plans and indicating areas for continuous improvement. Each shared governance committee has a charge that relates to particular Accreditation standards. We also have an Accreditation Committee that meets periodically to gather data on how we're doing with this aspect of our planning. Accreditation provides checks and balances for our planning processes. For example, under Standard I, Accreditation standards require that the College Mission be periodically reviewed and revised (which we are doing as part of the EMP revision process). Many different campus groups will have input into this revision process, and during that task, each planning group will provide new information to the rest of the campus about its own view of the mission, and each planning group will hear about what the rest of campus is saying.
2. **District Master Plan.** The VCCCD Educational Master Plan, as well as Board of Trustee Goals, undergo periodic revision. Each iteration of the OC EMP seeks to align itself with the district plans and goals. Reports to the Board of Trustees provide ways for Oxnard College to assess its progress in planning and alignment to the Board goals.
3. **Title 5.** All college planning groups are aware of the need to remain in compliance with Title 5 and with any changes to it in a timely manner.
4. **Continuous improvement and College Mission.** Our college mission calls for excellence in education, which means continuous improvement. In annual planning, various campus groups refer to the Educational Master Plan for guidelines and outcomes that drive continuous improvement. The College Mission calls for excellence in academics in a student-centered environment.
5. **Accountability and data.** The sources of data that allow OC to be accountable for continuous improvement are numerous. The most obvious is the Scorecard, but Oxnard College has many other sources of data by which it measures academic excellence and success in student learning.

The Campus Process

1. Planning and Budget Council (PBC) is a participatory governance committee that functions as the central point for campus planning. Its membership includes faculty, administration, staff and students. All other participatory governance committees can turn to PBC for advice and standards regarding planning, and PBC may delegate certain planning responsibilities to other committees or task forces. PBC recommends directly to the College President. Key tasks of PBC include review and changes to the college mission, values and goals; recommendations regarding resource allocation; faculty hiring recommendations and recommendations regarding creation of new positions and new programs, as well as program discontinuance. PBC has an annual planning cycle and considers many aspects of campus planning as they relate to accreditation, to district plans and to providing the best possible student learning for our campus.
2. Campus Use and Development Committee (CUD) is a participatory governance committee that oversees planning regarding the campus physical infrastructure, including technology. It reviews with the District Technology Plans and gives input to the District about those plans. It provides the campus-wide input in plans for new buildings, safety, classroom and other technologies, and directly recommends to the Vice President of Business Services regarding campus use and development.
3. Program Effectiveness and Planning Committee (PEPC) is a participatory governance committee. As required by Accreditation and by the goal of continuous improvement, every instructional program on campus conducts an annual review. Academic programs are reviewed by PEPC, based on program effectiveness reports written by each program. (See attached form). The process guides programs through a planning process. Programs are evaluated regarding such aspects as productivity, student engagement, learning outcomes, retention and success, and relevancy of curriculum. PEPC reports to PBC regarding faculty hiring priorities. PBC makes final recommendations regarding faculty hiring priorities to the College President. The Student Services Leadership Team conducts a similar program review for Student Services. The Business Services Council conducts program reviews for business services areas which include an annual campus-wide customer satisfaction survey.
4. Curriculum Committee is a participatory governance committee that monitors and institutes changes regarding curriculum requirements, so that curriculum at Oxnard College remains in compliance with Title 5 and the recommendations of the State Chancellor's Office. Curriculum Committee oversees the annual planning necessary to create new programs, remove obsolete courses, and to inform faculty regarding curriculum guidelines in conformance with Title 5. Curriculum Committee has three subcommittees that plan for the needs of Distance Education on our campus (DE subcommittee), for delivery of General Education courses (GE subcommittee) and ensure that data on learning outcomes is collected and that there is campus wide dialogue about learning outcomes (LOT subcommittee).

5. Student Success Committee is a participatory governance committee that monitors data related to success in student learning. As mentioned above, the State Chancellor's office provides the Scorecard, by which colleges can receive certain kinds of data about student success. The Student Success Committee receives and provides training on indicators of success that go beyond the Scorecard (such as student engagement, validation of scores, basic skills courses, known locally as Transitional Studies). The Student Success Committee also participates in nationwide efforts to establish standards for community colleges.
6. Professional Development Committee (PDC) is a participatory governance committee that recommends allocation of funds to faculty and staff to improve student learning on campus. PDC refers to the EMP to develop rubrics for the awarding of these funds so that members of our campus can continually improve andragogy, services to students, technology and any other area addressed by our planning.
7. Outreach and Communications Committee develops plans for connecting OC to its community and ensuring that knowledge about college programs, degrees and certificates are broadly disseminated within the community.

Summary

Regular meetings by the above groups ensure that annual and month-to-month planning occurs in a productive and systematic way at Oxnard College. There are several over-arching bodies that ensure that the various committees communicate with each other, such as President's Cabinet, Academic Senate, Dean's Council, Classified Senate and Associated Student Government. It is expected that the leadership of all these groups are familiar with both the EMP and with our manual for Participatory Governance, so that any issue related to planning goes quickly and appropriately to the proper committee(s) for consideration. Each committee creates public agendas and posts minutes on the campus intranet to facilitate the overall process. All committees spend time reviewing accreditation standards, changes to Title 5, Board Policy. All committees attempt to stay abreast of proposed legislation and to implementation plans that come from the State Chancellor's Office.

Every program on campus participates in these committees. Programs participate in shaping plans, and they also are held accountable for their part in implementing plans. New ideas and planning can and do come from many different places on campus, but the structures outlined above are the instruments by which change and improvement occur on campus. Each committee does an annual self-evaluation, and one aspect of self-assessment is adherence to the college mission, vision and goals. In short, the overarching plans embodied in this document are implemented because all members of the campus community participate in carrying out the plans. Committees report to several central coordinating bodies. Since educational plans require implementation on many levels, it is not uncommon that various committees cooperate with each other and report to each other in carrying out OC's educational plans. The actions, including planning and monitoring of plans, are documented on SharePoint, the campus's internal document repository.

CHAPTER FOUR

ENROLLMENT MANAGEMENT

Ventura County Community College District recently updated its Educational Master Plan, and as Oxnard College begins to revisit its own Educational Master Plan to align it with the district's plan, the need for an Enrollment Management Plan has come into focus. The last Enrollment Management Plan for the college was crafted in the 2008-2009 academic year, and although it included solid data and a vision to grow the college through outreach, recruitment, retention and persistence efforts in addition to ensuring "relevant instruction," it was rarely referenced in the years that followed its completion, even as the college's last Educational Master Plan was written and finalized in Fall 2009.

This Enrollment Management Plan is intended to be broad in scope and to describe the general direction Oxnard College is headed with respect to the students, community and employers it serves. As such, many of the components of the plan developed in 2008-2009 are included in this plan because they are still relevant:

- Outreach and Recruitment
- Instructional Programs
- Retention and Persistence
- Outcomes
- Educational Master Plan
- Student Success Act Implementation

Each section will include the College's current status as well as plans to alter and/or enhance instruction and services over the next six years that reflect the changing demographics. The Enrollment Management Plan will also be incorporated into the College's updated Educational Master Plan. The final section describes the collaborative process used to develop a schedule of classes that meets the College's negotiated FTES target within the established instructional budget.

OUTREACH AND RECRUITMENT

STATUS

As Table 1 in the Appendix indicates, Oxnard College has struggled to successfully recruit high school students from the seven area high schools, even Channel Islands High School, which is across the street from the College. Part of this is due to decreasing numbers of high school student graduates, a trend that is happening across the state. However, the volume of students coming from the high schools that the College is supposed to serve directly has also continued to decline.

The declining number of entering high school graduates is also most likely the direct result of budget cuts over the past four years, with the outreach area losing one person devoted to outreach services. That, coupled with the reduction in sections offered at the college, means that the college no longer offered any classes on any high school campuses as it had for many years prior to 2010. Due to shrinking instructional dollars, priority shifted away from serving high school students through dual enrollment towards serving fully-matriculated degree and certificate students on the Oxnard College campus. As a result, the College's once vibrant High School Partnership Program (HSPP) has essentially been dormant for the past three years.

There is currently one Counseling Assistant who is assigned outreach responsibilities with the local high schools and who also works closely with Adult Ed's ESL program to provide a connection between their non-credit ESL program and the College's credit ESL program. The Career Technical programs are aided in their outreach efforts by a grant-funded Counselor; many CTE faculty also participate in outreach activities throughout the year. STEM grant activities have been focused on high school outreach efforts and have successfully created a pipeline of science and math students to Oxnard College.

Finally, Oxnard College currently has no formalized marketing plan. While the college needs to increase the numbers of recent high school graduates entering each Fall, the College also needs to market itself as the "college of choice" for the residents of the Oxnard Plain and surrounding areas. The Marketing Plan, like the effort to attract recent high school graduates, must be sufficiently flexible to accommodate the employment and budget changes that impact enrollment so that the college does not find itself working tirelessly to build enrollment with no plan for how to adjust that enrollment in more challenging budget times.

PLAN

- Reinstitute the High School Partnership Program by identifying a small college-based group who has primary responsibility for increasing connections with the area high schools.
- Draw upon existing relationships with the high schools (Condor Middle College, current STEM, CTE and Outreach activities) to create a High School Advisory Committee.
- Expand the number of students in the Condor Middle College Program.

- Increase the number of high school students who choose to attend Oxnard College directly after graduation through more college to high school student outreach activities.
- Develop a marketing plan and materials targeted directly at graduating seniors and at the general community.
- Ensure that the College's Welcome Center Student Ambassadors and all personnel likely to interact with potential students are sufficiently trained to answer questions and/or to make appropriate referrals.
- Clearly market the availability of financial aid options to prospective students and their families.

INSTRUCTIONAL PROGRAMS

STATUS

Since the last Enrollment Management Plan was written, the College's online course offerings have increased, all tele-courses have been deleted from the schedule, and thanks to SB 1440, the College has added 13 new Associate Degree for Transfer degrees including two that were added in Fall 2013. Several degrees and disciplines were discontinued by the Board of Trustees due to budget cuts and a plethora of courses have been deleted or suspended as part of a larger effort to ensure that the only courses included in the college catalog are those currently being offered. All of that happened against a backdrop of severe budget cuts.

Each academic and career technical program currently has a two or three-year matrix that indicates when each course required for a certificate or degree will be offered. This is an important scheduling tool for the Deans and faculty because it ensures that required courses will be offered and in order so that students may complete their degrees in a timely manner.

The matrices, however, are just one part of creating a schedule that will allow for reasonable time to completion for students. After three years of cuts to the course schedule, the College now has been able to increase the number of sections and the number of FTES generated. Part of increasing the size of the schedule involves thinking about the ways to meet student needs at all times of the day and in the evening in a rational way.

PLAN

- Develop a schedule of classes with consistent start and end times so that students can easily choose a mix of classes to complete their degree.
- Develop "tracks" of classes in the morning, afternoon, evening and online so that students who can only attend classes in one and/or two of these "tracks" can complete their degrees in a timely manner.
- Ensure that courses required to meet the general education requirements for local or transfer degree are offered online to meet the needs of students completing their major entirely online.

- Develop a “track” of G.E. and other classes to be offered during the day at the Fire Technology Building at the Camarillo Airport.
- Continue the College’s efforts to develop new SB 1440 degrees for CSU-bound students.
- Continue to develop and maintain articulation agreements and C-ID course approvals for all transfer courses.
- Continue to develop high school articulation agreements for CTE program curriculum and to align the college’s CTE curriculum with industry standards.
- Consider adding at least two sports back into the curriculum as both an outreach and recruiting effort to serve the local high school population of talented athletes.
- Develop a process and structure to expand opportunities for faculty to facilitate and supervise more student internships, externships, and undergraduate research projects.

RETENTION AND PERSISTENCE

STATUS

Good enrollment management isn’t just about getting students to walk through the front door; it is also about helping them to be successful so that they do not leave before meeting their educational goal. So, one major focus of this Enrollment Management Plan is targeted at increasing student retention and persistence rates. Oxnard College’s Fall-to-Spring Persistence rate has steadily climbed over the past five years from 68.7% to 79.9%, which is quite an increase. However, its rate of student persistence from Fall-to-Fall remains low at 63.2%, although it has increased almost 7% in five years. Equally important is the new accreditation requirement that all colleges disaggregate the retention and persistence rates between face-to-face and online classes; data indicate the growth of online course offerings over the past four years and its potential to impact the overall success rates for the College.

There are many paths to increased retention and persistence, many of which are encompassed in the components of the 2012 Student Success Act whose full implementation will occur throughout the timeframe of this Enrollment Management Plan.

PLAN

- Per the 2012 Student Success Act, require mandatory orientation and advising for all incoming new students in order to maintain their enrollment priority.
- Complete the online orientation for Oxnard College and fully integrate it with Banner so that the College can be credited for orienting a student who completes it solely online.
- Develop tracking systems to follow up with students who complete the Matriculation and Assessment process to ensure that they enroll and/or to determine why a student who has completed all services might decide not to enroll.

- Fully utilize Early Academic Alert to connect students with the help they need early in the semester rather than after they have performed poorly on a major exam or assignment.
- Provide sufficient tutoring both in person and online.
- Expand the Reading and Writing Center to provide sufficient help for writing across the curriculum.
- Through the efforts of the Student Activities Assistant, create a vibrant student life through more student activities and a stronger Associated Student Government.
- If possible, add Supplemental Instruction to the Tutoring and Learning Resources services in the Library.
- Continue to utilize Basic Skills funds to support tutoring and other instructional support services, including professional development for faculty teaching in the basic skills areas (Transitional Studies).
- Enhance and/or expand the outreach to Levels 3 and 4 ESL students; identify systemic barriers to the ESL population access to classes and address them. Enhance the connection between the ESL program offered through Adult Ed and the College's credit based program.
- Ask committees such as the Distance Education Committee and the Student Success Committee to develop benchmarks for success in online courses.

EDUCATIONAL MASTER PLAN

The Enrollment Management Plan will be an integral part of the revised Educational Master Plan for Oxnard College. The Enrollment Management Plan includes steps to increase enrollments and student success rates, but it is not intended to limit what the College does to meet its community's needs.

One potential change not specifically mentioned but most likely coming down the pike will be the shift of Adult Ed and non-credit to the College at some point in the next two years. While the timeline has not been set because the legislation hasn't been signed, sufficient signs point to this change on the horizon, and the timeframe for implementation is likely to be short. Therefore, the College should begin in the 2013-2014 academic year to discuss the current offerings of Adult Ed and what the transition of that entity to the College might look like.

STUDENT SUCCESS ACT IMPLEMENTATION

STATUS

Thanks to both the 2011 Student Success Taskforce Recommendations and the passage of the 2012 Student Success Act, the way in which Oxnard College delivers student services is being transformed to be more comprehensive and more intrusive. Maintaining priority enrollment is

now tied to mandatory participation in an orientation, development of a student education plan and completion of the assessment tests prior to enrolling in the college. While research has long indicated that “students don’t do optional,” requiring the very services that will make students successful has been seen, in the past, as creating an unnecessary barrier to students wishing to enroll. As the college works to implement the Student Success Act in a timely manner to meet the timeline set by the Board of Governors and by the Legislature, it is also encouraging to see the dollars invested back into student services and changes to Title 5 that allow us to better serve students.

PLAN

- Through consultation with the appropriate constituencies, develop a both the Student Success and Support Services Plan and the Student Equity Plan to implement all aspects of the Student Success Act at Oxnard College.
- Through DTRW-SS and its constituent representatives, recommend Board Policy and Administrative Procedure revisions to reflect changes to Title 5 as a result of the Student Success Act.
- Per the 2012 Student Success Act, require mandatory orientation and advising for all incoming new students in order to maintain their enrollment priority.
- Complete the online orientation for Oxnard College and fully integrate it with Banner so that the College can be credited for orienting a student who completes it solely online.
- Evaluate and revise as needed the Assessment process, including the complete development of pre-assessment workshops.
- Develop pre-counseling services and fully train incoming and continuing students to utilize DegreeWorks as an education planning tool that both provides students with a way to develop educational plans and that better prepares students for more effective meetings with their counselors.
- Define and develop services for which the college will be reimbursed according to the Student Success Act including At-Risk Follow-Up Services, Other Follow-Up services, development of Abbreviated and Comprehensive Educational Plans, Initial Orientations, and delivery of Counseling and Advising services.
- Develop staffing plans to implement the Student Success Act.

BUILDING A SCHEDULE

At Oxnard College, there are many steps to building an instructional schedule that meets the college’s FTES target without exceeding the budget allotted for instruction. This multi-step process involves a number of people, including the President, the management team, and certainly the faculty. What follows is a brief synopsis of each step of the process:

- The college's FTES target each year is first discussed in Chancellor's Cabinet. The President reports back to his executive team – the Executive Vice President and Vice President of Business – to determine whether they feel the target can be met and how much it may cost. Included in this discussion is the breakdown of how much FTES will be generated in Summer, Fall and Spring.
- Once the total FTES and semester breakdown is agreed upon, the Executive Vice President discusses the goal with the Deans. The Deans are asked to estimate how much FTES they can generate and how much they think it will cost, taking into account the additional cost of extra-large sections.
- The Deans then work with their Department Chairs to develop a schedule that takes into account the following: the FTES goal; the hourly budget; enrollment trends and fill rates; two- and three-year program matrices; the balance between lecture and lab classes; the balance between face-to-face and online classes; and, the balance between full-semester and late-start classes.
- Once the Deans have drafted their respective divisions' schedules, the Deans' Council reviews the schedule during a meeting to both double-check classroom usage and to get input from student services regarding the schedule. The Executive Vice President and Deans then met individually to review their respective schedules to check for redundancy, major course progression, and the program mix and cost.
- The final step in the process occurs after the schedule has been finalized and uploaded to the college website. The college's Research Analyst runs the schedule through the same tool used by the district to calculate FTES to determine how many FTES will be generated at the 100%, 95%, 90%, or 85% fill rate of each class
- As the start of the semester draws near, the EVP and the Deans closely monitor enrollments. If needed, adjustments are made to the schedule to ensure the FTES target is met. This includes cancelling low-enrolled classes, adding sections of high demand classes, and/or increasing enrollment caps on closed classes where possible and necessary.

CHAPTER FIVE

OXNARD COLLEGE STRATEGIC COMMUNICATION PLAN

COMPONENTS AND PRINCIPLES OF THE STRATEGIC COMMUNICATIONS PLAN

The goal of this communications plan is to increase knowledge, shape opinion and motivate positive behavior and interactions to ultimately influence the participation in continuous quality improvement systems that enhance institutional effectiveness, student learning outcomes/academic success, and career technical education leading to movement into the workforce. It is based on these principles of effective communication:

- Increased knowledge begins with expanding awareness.
- The best communication is two-way, involving dialogue, and a change in attitude or reinforcement of beliefs is enhanced by involvement.
- Communication is shaped by each person in the organization.
- Opinion is often based in self-interest. Communication and persuasion may (1) change or neutralize hostile opinions, (2) crystallize latent opinions and positive attitudes, and (3) reinforce favorable opinions and dissemination of factual information.
- A message is more believable if the source is credible. Oxnard College must deliver its messages honestly, clearly, and from a position of expertise.
- Messages are most persuasive when they are simple, consistent, aligned with needs, concerns, and interests, and repeated over time using multiple methods of delivery.

The processes and tactics set forth in this plan are directed at enhancing the communication of the organizational systems at Oxnard College and maintaining an educational environment of continuous quality improvement. We cannot just say that Oxnard College's goals/objectives and plans are good and our employees should support them. Rather, we must provide expertise and information to increase awareness, involve, seek feedback, and invest in a variety of communication channels to repetitively communicate a consistent set of messages.

GOALS GUIDING THE STRATEGIC COMMUNICATION PLAN: **Develop Our Community through Learning**

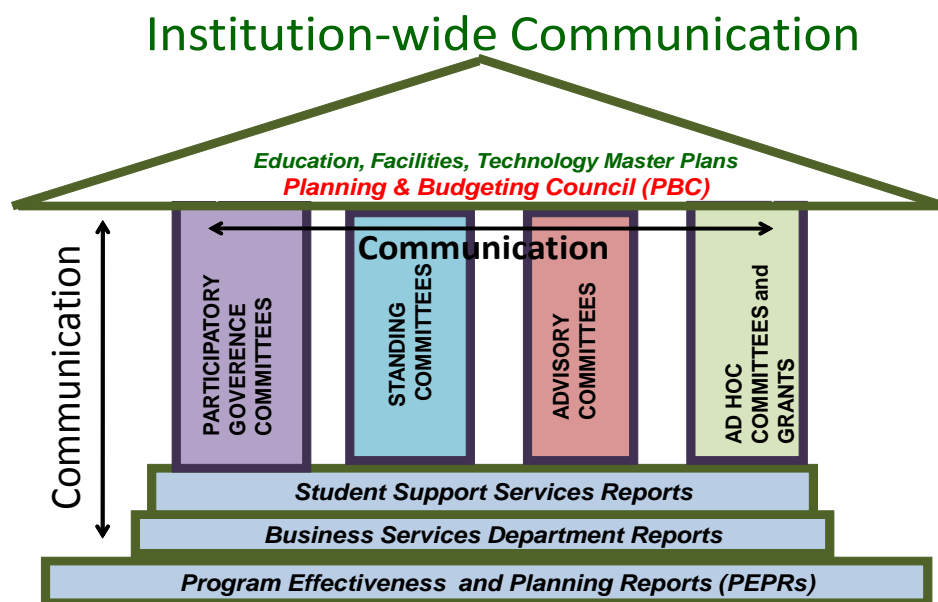
This strategic plan reflects the communication pathway(s) to assist in achieving the following 2010-2015 goals of Oxnard College:

- Provide instructional programs and student services that meet the current and future needs of students so that they may excel in a positive learning environment,
- Provide faculty and staff with continuous improvement through professional development opportunities that will allow them to excel in the current and future work environment,

- Provide students, faculty and staff with appropriate technology in the classroom and work environment that supports student learning outcomes and productivity and,
- Provide a campus environment that enhances learning.

COMMUNICATIONS GOAL

The overarching objective of this strategic plan is to communicate, strengthen, and promote the use of Oxnard College's continuous quality improvement systems to enhance: institutional effectiveness, student learning outcomes, and future planning that is in alignment with Oxnard College's Educational Master Plan (EMP), Facilities Master Plan (FMP), Technology Plan (TP), Enrollment Management Plan, Strategic Partnerships and Resource Development.



In order to achieve effective communication among all stakeholders, there must be a consistent systemic process that addresses the multiple institutional sources and communication pathways. The following matrix identifies the stakeholders, information, expectations/contributions, methods and the responsible party(s) involved in Oxnard College's communication plan:

OBJECTIVES MATRIX

<i>STAKEHOLDERS</i>	<i>INFORMATION</i>	<i>EXPECTATIONS/CONTRIBUTIONS</i>	<i>METHODS</i>	<i>RESPONSIBLE PARTY</i>
1. College community Faculty and Staff	<ul style="list-style-type: none"> The overall strategic focus of the EMP, FMP and TP. Oxnard College's Continuous Quality Improvement (CQI) structure; functions & information flow/pathway for each participatory governance committees, advisory committees, standing committees and ad hoc committees. How the various committees and councils contribute to achieving the goals of the District and the College through the continuous quality improvement process. The impact of each committee/council and major contributions (Annual – Multiyear reviews). That Oxnard College has a focus on improving institutional effectiveness that impacts student success, degree/certificate completion and student 	<ul style="list-style-type: none"> Utilize the communication processes and committee structures (CQI) to promote systems that enhance student learning outcomes, increases student retention rates & degree/certificate completion, promote student transfer and CTE resulting in career placement. Be informed and be able to address the successes and activities that occur at Oxnard College Speak enthusiastically and with pride about the quality, impact, and student successes at Oxnard College. Consistently support the College with other key audiences. Ensure that stakeholders are aware of the various resources that are available to get the information that is needed. 	<ul style="list-style-type: none"> President's Newsletter SharePoint Documents Site Campus-Wide Forums (Budget, Accreditation) Flex Week Activities Creation of a Communications Council Committee Meeting Minutes (Participatory Governance, Standing, Advisory, Ad Hoc, Department Chairs) Posted on SharePoint Participatory Governance Manual, Planning and Budget Council Manual, Integrated Planning Manual 	<ul style="list-style-type: none"> President President, EVP, Deans, Directors, Academic Senate President, Classified Senate President, ASG Executive Team, Academic Senate President PDC, Administration Co-Chair, President President, EVP, Deans, Directors, Academic Senate President, Classified Senate President, ASG Committee Chairs, Administrative Assistants Committee Co-Chairs and Members

	transfer and CTE resulting in career placement by engaging in college and community events.		<ul style="list-style-type: none"> • Campus Website (reviewed and updated annually) • Condor Sports Information 	<ul style="list-style-type: none"> • President, DAC, Administrative Assistants • Athletic Director
<i>Stakeholders</i>	<i>Information</i>	<i>Expectations/Contributions</i>	<i>Methods</i>	<i>Responsible Party</i>
Students	<ul style="list-style-type: none"> • Knowledge of degrees and certificates to develop an educational plan • Exposure to diverse people, cultures, and ideas • Oxnard College is committed to academic excellence and its impact on student success, retention, transfer and career preparation. 	<ul style="list-style-type: none"> • Students will become engaged in their own educational opportunities and participate in student support activities and classroom experiences. • Complete their programs of instruction • Become a vibrant contributor to their Community • Connect with Oxnard College for a Lifetime 	<ul style="list-style-type: none"> • Course Catalogue • STEM Grant Documents Posted on STEM Website • Student Services Documents “Planning for Success” • Program Web Pages • DegreeWorks • Student Portal • Associated Student Government (ASG) Meeting Minutes • Campus Activities Announcements 	<ul style="list-style-type: none"> • EVP and Office of Student Learning • STEM Grant Director • Dean Student Services • Division Deans. Directors • Dean of Student Services • DAC • ASG President • Student Activities Specialist
Board of Trustees	<ul style="list-style-type: none"> • Oxnard College is a great academic institution that serves their community. • Administration, Faculty and Staff are highly capable of achieving the goals of the District, Educational Master Plan, Facilities Master Plan, Technology Plan and 	<ul style="list-style-type: none"> • Provide resources to achieve the expected goals • Inform Board of the Oxnard College status in achieving strategic goals 	<ul style="list-style-type: none"> • Monthly President’s Report to the Board of Trustees • Attend Board Subcommittee meetings • Participate in the Board’s Annual Planning Process • Engage Board Members in Campus-Based Activities 	<ul style="list-style-type: none"> • President • President • President • President

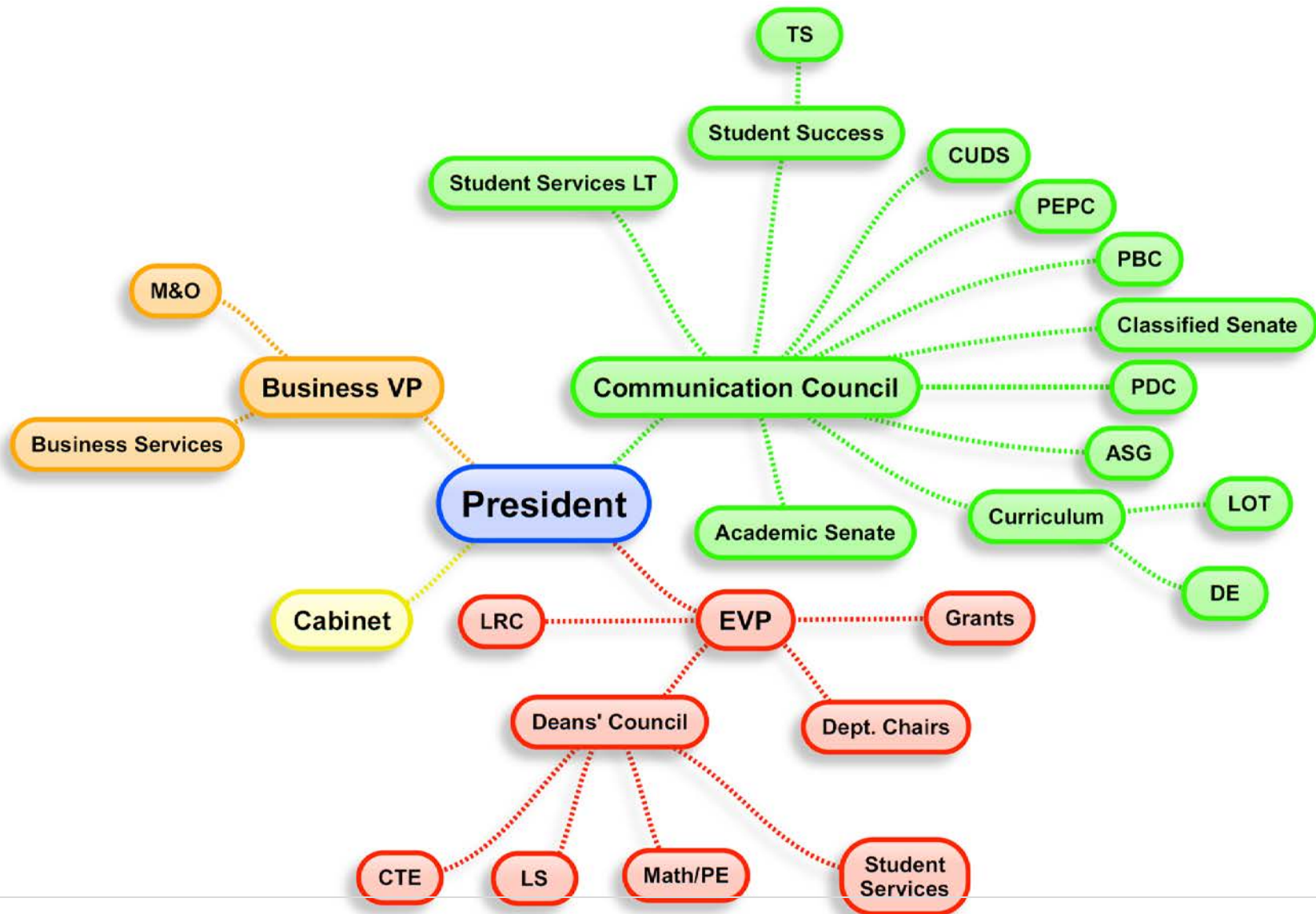
	Accreditation.			
Educational Partners	<ul style="list-style-type: none"> Oxnard College is the gateway to obtain a degree, certificate program and workforce education. Oxnard College is committed to academic excellence and its impact on student success, retention, transfer and career preparation. 	<ul style="list-style-type: none"> Make Oxnard College their first choice Tell others why they are choosing Oxnard College Recognize status as an institution of higher education with quality programs, services and share this with students 	<ul style="list-style-type: none"> Marketing and Outreach Efforts Condor Middle College Partnerships with Middle Schools Perkins Advisory Committee Partnerships with Area Colleges and Universities 	<ul style="list-style-type: none"> OC Faculty and Staff EVP President's Cabinet President's Cabinet Dean of CTE, President's Cabinet, Community Partners
Community Partners	<ul style="list-style-type: none"> Oxnard College is committed to academic excellence in meeting the educational and training needs of the community 	<ul style="list-style-type: none"> Send students/family members to Oxnard College Support Partnership and Resource Development 	<ul style="list-style-type: none"> OC Foundation Partnerships with Area Community Agencies Marketing Brochures Participation in Local Events Presentations to Community Agencies OCTV Serve on Community Boards 	<ul style="list-style-type: none"> President Management, Faculty President, Outreach Committee Management, Faculty, Outreach Specialist, ASG Management, Faculty Management, Faculty OC Faculty and Staff
District	<ul style="list-style-type: none"> Actively participates in District-wide flow of information and participatory governances, processes and structures to facilitate student success at Oxnard College 	<ul style="list-style-type: none"> To facilitate Oxnard College goals and objectives to promote institutional effectiveness and student success. Reciprocal processes and communication exchanges 	<ul style="list-style-type: none"> Participation in Participatory Governance/ District-wide Committees Chancellor's Cabinet Administrative Council Reports to District 	<ul style="list-style-type: none"> President's Cabinet, Academic and Classified Senate Presidents President President, EVP, VP Management

2013-2014

Communication Action Plan to Create the Communications Council

<i>Strategic Goal and Expected Outcome:</i> Establish a campus-wide “Communications Council”, comprised of all Committee Chairs, to improve an internal and external communication system which facilitates continuous quality improvement. Student learning opportunities are enhanced by implementing system-wide efficiencies.			
Action Steps	Responsible Party	Timeline	Status/Outcome
<i>Present Concept to President’s Cabinet</i>	Communication Plan Concept Team	July 2013	
<i>Create “Communications Council” Charge</i>	President; Academic Senate President; Classified Senate President, ASG	August-September 2013	
<i>Vet Proposed “Communications Council” Charge</i>	President’s Cabinet; Academic Senate; Classified Senate; ASG; Committee Chairs	October – December 2013	
<i>Implement Communications Council</i>	President’s Cabinet; Academic Senate; Classified Senate; ASG; Committee Chairs	2014 Spring Semester	

COMMUNICATION MAP



CHAPTER SIX

OXNARD COLLEGE FACILITIES MASTER PLAN SUMMARY 2013-2019

Updated January 2014, the Oxnard College Educational Master Plan documents the program implications for college facilities through the year 2018 and the foreseeable future. The following matrix correlates the Educational Master Plan's Preliminary Implications for Facilities with the Facilities Master implementation, on a program-by-program basis for the foreseeable future.

PROGRAM	CURRENT LOCATION	EDUCATIONAL MASTER PLAN – PRELIMINARY IMPLICATIONS FOR FACILITIES – UPDATED FOR 2014	FACILITY MASTER PLAN - FACILITY IMPLEMENTATION – UPDATED 2014	PROPOSED LOCATION
GOVERNANCE				
<i>Academic Senate</i>	Administration Building	An office has been identified for the Academic Senate within the Administration building.	Academic Senate office has moved into the new Administration Building.	Administration Building
<i>Associated Student Government (ASG)</i>	Administration Annex Building	Facilities for student government activities have been identified in the Administration Annex Building.	ASG offices located on the 1 st floor within the east wing of the Administration Annex building.	Administration Annex
<i>Classified Senate</i>	Various locations	Classified Senate meetings make use of available classroom space, and meeting needs will continue to be met 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 as well as a 396 seat Theatre/Performing Arts auditorium.	Various locations

PROGRAM	CURRENT LOCATION	EDUCATIONAL MASTER PLAN – PRELIMINARY IMPLICATIONS FOR FACILITIES – UPDATED FOR 2014	FACILITY MASTER PLAN - FACILITY IMPLEMENTATION – UPDATED 2014	PROPOSED LOCATION
<i>Management Team</i>	Various locations	Senior managers will be housed within the new Administration Building (formerly the Community Student Services Center). 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 2 nd floor of the new Administration building. Other campus managers are located in various areas of the campus to provide management coverage as needed.	Various locations
COLLEGE SERVICES				
<i>Bookstore</i>	Occupational Education (OE) Complex	The Bookstore was modernized and refurbished in 2011, and is located in the OE complex.	The current space for the Bookstore is adequate to serve the college.	Occupational Education (OE) Complex
<i>Cafeteria</i>	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 building was constructed using Measure S funds. The College currently does not operate a cafeteria; however the Culinary and Restaurant Management program uses the kitchen for a lab and sells products during lunch.	Student Services Building

PROGRAM	CURRENT LOCATION	EDUCATIONAL MASTER PLAN – PRELIMINARY IMPLICATIONS FOR FACILITIES – UPDATED FOR 2014	FACILITY MASTER PLAN - FACILITY IMPLEMENTATION – UPDATED 2014	PROPOSED LOCATION
<i>Campus Police</i>	Administration Building	Campus Police was relocated to the Administration Building (formerly Community Student Services Center)	Campus Police was relocated to the Administration Building in 2012 in accordance with the Facility Master Plan.	Administration Building
<i>Civic Center/Community Services</i>	Various locations	With the completion of the Performing Arts building, Civic Center use is expected to grow slowly. Community Services classes use open general classroom space when college classes are not in session.	Community Service requests are processed through the Office of the Vice President of Business Services, located in the new Administration building	Administration Building
<i>Fiscal Services</i>	Administration Building	This operation will be accommodated within the new Student Services and Administration building that has been constructed under the Measure S Bond program.	Fiscal Service offices now located in new Administration Building.	Administration Building
<i>Foundation</i>	Administration Building	Offices have been identified for the Foundation within the Administration Building.	Foundation has moved to the new Administration Building.	Administration Building
<i>Information Technology</i>	Condor Hall	This operation will be accommodated within Condor Hall, with renovations proposed per the Measure S Bond program.	Space within Condor Hall for IT was identified, and renovations have been completed.	Condor Hall, as well as offices in the Administration Building
<i>Institutional Research Office</i>	Administration Building	This operation will be accommodated within the new Administration building.	Institutional Research and Educational Services office now located in the new Administration Building.	Administration Building

PROGRAM	CURRENT LOCATION	EDUCATIONAL MASTER PLAN – PRELIMINARY IMPLICATIONS FOR FACILITIES – UPDATED FOR 2014	FACILITY MASTER PLAN - FACILITY IMPLEMENTATION – UPDATED 2014	PROPOSED LOCATION
<i>Maintenance & Operations</i>	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
<i>Mailroom/ Switchboard</i>	Administration Building	The Mailroom/Switchboard has been relocated to the Administration Building.	In anticipation of Condor Hall modernization, the Mailroom/ Switchboard were moved to the first floor of the Administration Building.	Administration Building
<i>Resource Development</i>	Administration Building	The Resource Development Office has been abolished.	The Resource Development Office was abolished in 2006. The college will consider bringing this back in the future	Administration Building
<i>Student Business Office</i>	Student Services Building	This operation was moved to the new Student Services Building that was constructed under the Measure S Bond program.	Student Business Office now located in the new Student Services Building.	Student Services Building
<i>Workplace Learning Resources Center</i>	N/A	The Workplace Learning Resource Center has been abolished.	Workplace Learning Resource Center was abolished. The college will consider bringing it back in the future.	TBD

INSTRUCTION					
	Addictive Disorder Studies (ADS)	Various locations	Classes are offered on campus, and projected for off-campus delivery, and require general classroom space with mediated instruction and Smart technology support.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various locations
	Environmental Controls/Technology	OE Complex	Current lab and lecture facilities are projected to remain adequate for next five years.	Program space is inadequate and requires 3 phase power availability. Possible off-site location with sufficient space and power.	Occupational Education (OE) Complex
	Anthropology	Various locations	Classes are offered on campus, and projected for off-campus delivery, and require general classroom space with Smart technology support.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various locations
	Art	North Hall 7			Interim: 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

	<i>Business</i>	Various locations	Classes are offered on campus, and projected for off-campus delivery, and require general classroom space with Smart technology support.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various locations
	<i>Early Childhood Education</i>	Various Locations	Classes are offered on campus, and projected for off-campus delivery, and require general classroom space with Smart technology support. The Child Development Center, located on the north end of the college received major renovations and offers excellent lab opportunities for the ECE program.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various Locations
	<i>Computer Networking</i>	OE complex	Current location is suitable. Improved Technology continues to be an expressed need of the program and is due to be accommodated per the Measure S Bond project.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Occupational Education (OE) Complex
	<i>Culinary Arts</i>	OE Complex and CAFÉ	Classes are offered on campus and labs are held at the OE kitchen and CAFE kitchen.	Classes are in the OE complex and CAFÉ constructed under Measure S Bond Program.	Occupational Education Complex
	<i>Dental Assisting</i>	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.	New facility is being constructed under Measure S Bond program. Scheduled for completion Fall 2015.	College broke ground on new facility and anticipated completion in 2015.

	<i>Dental Hygiene</i>	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.	New facility is being constructed under Measure S Bond program. Scheduled for completion Fall 2015.	College broke ground on new facility and anticipated completion in 2015.
	<i>Economics</i>	Various locations	Classes are on campus, and projected for off-campus delivery, and require general classroom space with Smart Technology support.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various locations
	<i>English</i>	Various locations	Classes are offered on campus, and projected for off-campus delivery, and require general classroom space with Smart Technology support.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various locations
	<i>English As a Second Language (ESL)</i>	Various locations	Classes are offered on campus, and projected for off-campus delivery, and require general classroom space with Smart Technology support.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various locations
	<i>Fire Academy</i>	Camarillo Airport	This off-campus program is housed in the new complex constructed per the Measure S Bond project.	The new facility was completed in 2011.	Camarillo Airport
	<i>Fire Technology</i>	Camarillo Airport	This off-campus program is housed in the new complex constructed per the Measure S Bond project.	The new facility was completed in 2011.	Camarillo Airport

	<i>Foreign Language</i>	Various locations	Classes are offered on campus, and projected for off-campus delivery, and require general classroom space with Smart Technology support.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various locations
	<i>History</i>	Various locations	Classes are offered on campus, and projected for off-campus delivery, and require general classroom space with Smart Technology support.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various locations
	<i>Paralegal Studies</i>	Various locations	Classes are offered on campus, and projected for off-campus delivery, and require general classroom space with Smart Technology support.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various locations
	<i>Library & Learning Resources Center</i>	Library and Learning Resources Center	The Library, Learning Resources, Writing Center, and Tutoring Center were consolidated in a new facility built with the Measure S Bond.	Program is now located in the new Library and Learning Resource Center.	Library and Learning Resources Center
	<i>Marine Studies</i>	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 on campus, and projected for off-campus delivery, and require general classroom space with Smart Technology support.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various locations
	NATURAL SCIENCES <i>Anatomy, Astronomy, Biology, Chemistry, Environmental Science, Geography, Geology, Microbiology, Physical Science, Physics, Physiology</i>	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 alternative facility funding in order to construct additional lecture/lab facilities.	Various locations
	Oxnard College Television (OCTV)	Performing Arts Building	The operation was moved to the Theater/Performing Arts Building constructed with Measure S Bond program.	Moved into the Performing Arts Building, Spring 2011.	Performing Arts Building
	PERFORMING ARTS <i>Music, Theatre, Dance</i>	Various locations		Moved into new Theater/ Performing Arts Center.	Theatre/Performing Arts Center
	Personal Growth	Various locations	Classes are offered on campus, and projected for off-campus delivery, and require general classroom space with Smart Technology support.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various locations

	<i>Philosophy</i>	Various locations	Classes are offered on campus, and projected for off-campus delivery, and require general classroom space with Smart Technology support.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various locations
	<i>Physical Education/Health Education</i>	Gymnasium, Athletics Fields	Classes are offered on campus, and projected for off-campus delivery, 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
	<i>Political Science</i>	Various locations	Classes are offered on campus, and projected for off-campus delivery, and require general classroom space with Smart Technology support.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various locations
	<i>Psychology</i>	Various locations	Classes are offered on campus, and projected for off-campus delivery, and require general classroom space with Smart Technology support.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various locations

	<i>Sociology</i>	Various locations	Classes are offered on campus, and projected for off-campus delivery, and require general classroom space with Smart Technology support.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various locations
	<i>Communications</i>	Various locations	Classes are offered on campus, and projected for off-campus delivery, and require general classroom space with Smart Technology support.	The College installed smart classroom technology campus-wide. Condor Hall is scheduled for Modernization in late 2014 with completion estimated in 2017.	Various locations
STUDENT SERVICES					
	<i>Admissions and Records</i>	Student Services Building	This operation is accommodated within a new Student Services facility built with Measure S Bond.	Program is now located in the new Student Services Building as part of the college one stop student service.	Student Services Building
	<i>CalWORKS</i>	Student Services Building	This operation is accommodated within a new Student Services facility built with Measure S Bond.	Program is now located in the new Student Services Building as part of the college one stop student service.	Student Services Building
	<i>Career Center</i>	Student Services Building	This operation is accommodated within a new Student Services facility built with Measure S Bond.		Student Services Building
	<i>Counseling Center</i>	Student Services Building	This operation is accommodated within a new Student Services facility built with Measure S Bond.	Program is now located in the new Student Services Building as part of the college one stop student service.	Student Services Building

	<i>Educational Assistance Center (EAC)</i>	Student Services Building	This operation is accommodated within a new Student Services facility built with Measure S Bond.	Program is now located in the new Student Services Building as part of the college one stop student service.	Student Services Building
	<i>Extended Opportunities Program & Services (EOPS) CARE</i>	Student Services Building	This operation is accommodated within a new Student Services facility built with Measure S Bond.	Program is now located in the new Student Services Building as part of the college one stop student service.	Student Services Building
	<i>Financial Aid</i>	Student Services Building	This operation is accommodated within a new Student Services facility built with Measure S Bond.	Program is now located in the new Student Services Building as part of the college one stop student service.	Student Services Building
	<i>Matriculation/Student Success and Support Program</i>	Student Services Building	This operation is accommodated within a new Student Services facility built with Measure S Bond.	Program is now located in the new Student Services Building as part of the college one stop student service.	Student Services Building
	<i>Outreach/Recruitment</i>	Student Services Building	This operation is accommodated within a new Student Services facility built with Measure S Bond.	Program is now located in the new Student Services Building as part of the college one stop student service.	Student Services Building
	<i>Student Activities</i>	Administration Annex Building	The Student Activities Office will move into the new Community/Student Services Center, renamed Administration Annex in 2013	Student Activities is located in the Administration Annex Building.	Administration Annex Building
	<i>Student Health Center</i>	Student Services Building	This operation is accommodated within a new Student Services facility built with Measure S Bond.	Student Health Center located in the new Student Services Building	Student Services Building

	<i>Transfer Center/ Articulation</i>	Student Services Building	This operation is accommodated within a new Student Services facility built with Measure S Bond.	Program is now located in the new Student Services Building as part of the college one stop student service.	Student Services Building
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CHAPTER SEVEN

OXNARD COLLEGE STRATEGIC TECHNOLOGY PLAN 2013-2019

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INTRODUCTION AND PURPOSE

Introduction

The technology plan at hand was updated in Fall 2013. The period for the plan is 2012-2015. The plan was initially developed in 2009-2010 by the college's Technology Committee. Although that committee was dissolved during a reorganization of the participatory governance structure in 2011-2012, its functions, especially the oversight of the technology plan, were assigned to the Campus Use, Development, and Safety Committee (CUDS), another participatory governance body. The current revision of the plan was led by a task force comprised of faculty, staff, and students and convened by CUDS. The task force solicited input from the wider college constituencies, incorporating common themes and aligning them with the college's Educational Master Plan and the district's Strategic Technology Plan (among other guiding information), and then submitted the document to CUDS for review and approval.

This revision of Oxnard College's Technology Plan is an effort to report on, provide feedback on, and update the goals and ongoing initiatives developed in the original document.

Purpose

The purpose of this plan is to provide the decision-making bodies of the College with a unified, campus-wide perspective on setting, integrating, and supporting the goals and objectives of the college's Educational Master Plan regarding the use and acquisition of technology. As an outcome of the participatory governance process, the Technology Plan also serves as a focal point for fostering and maintaining a collegial process for managing the college's use of technology.

TECHNOLOGY PLANNING DEFINED & ASSUMPTIONS

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 defining needs, assessing current resources, 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). An effective strategic plan will help the college identify, prioritize, and apply 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 its mission both now and in the future.

Related Planning Assumptions (not in priority order)

- Technology will continue to be an important means to achieving student, employee, and organizational learning.
- 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 student success.
- Technology will continue to be expensive, dynamic, and in a continuous state of evolution.
- Distance Education will continue to be an increasingly prominent mode of instructional delivery and student learning at Oxnard College.
- Intelligent agent software and data mining will become more prominent within the research and instructional scene.
- The college will continue to be required to comply with technology accessibility requirements.
- Instructional software and hardware for CTE, science, and math-based classes will increase as a desired enhancement to deliver instruction and promote student learning.
- The use of technology will continue to increase in areas traditionally not dependent on such applications, including athletics, dance, music, fine arts, etc.
- The increased use of technology to promote student access to services will continue to be a priority of the institution.
- 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.
- The college will continue to actively pursue methods to further automate college processes and procedures, including management of curriculum, fiscal management of resources, telecommunications, and information technology support.

PLANNING GOALS, OBJECTIVES & INTEGRATED PLANNING

Goals (not in priority order)

Pursuing the following goals will facilitate the successful implementation of technology at Oxnard College:

1. To encourage the use of creative and innovative technology to deliver instruction
2. To use technology to continually improve the delivery of support services to students and staff
3. To require the use of relevant community, industry, and student needs information to make decisions regarding acquisition and updating of new technology
4. To provide training and technical support for faculty, administrators and staff
5. To promote the integration of technology planning across the campus using a participatory decision-making process

Objectives and Integrated Planning

These goals are integrated with the college's Educational Master Plan. Achievement and full realization of the goals within the VCCCD Board's Strategic Plan and the college's Educational Master Plan will require effective technological support. 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 Educational Master Plan and this technology plan. The objectives and activities contained in this plan, as laid out in Appendix B, the Work Plan, are designed to help achieve the goals of the plan. Members of 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.

FEEDBACK AND UPDATES

It has been pointed out that the original technology plan did not include provisions for reports on the college's progress toward completion of the plan's goals and objectives. In addition, the discontinuance of the Technology Committee was unforeseen at the time. Finally, there have been some changes in the college and district priorities since the initial drafting of this plan. These facts are significant changes in the environment surrounding the document, and as such must be accounted for in the current update.

Committee Responsibilities

One of the most significant changes in the technology landscape is the removal of the Technology Committee and the reassignment of its charge to CUDS. This is reflected

throughout the updated plan, and necessitates that CUDS periodically undertake a review of the college's technology activities, its progress on the plan, and the plan itself. This will include the identification of parties responsible for the activities and outcomes listed in the Work Plan (Appendix B) as well as ways to measure or determine completion of those outcomes.

Online Education

The district is increasing its commitment to the quality and richness of online education. To address this new initiative, the following objective is added to goal number one:

1.8 Objective: *To increase the use of online resources in course offerings across the college*

1.8.1 Activities:

1.8.1.1. Will encourage all faculty to use online tools to make their individual course sections either web-enhanced, hybrid, or 100% online

1.8.1.2. Will encourage all faculty to undertake online education training

1.8.2. Expected Outcomes:

1.8.2.1. The number of web-enhanced, hybrid, or 100% online courses offered will increase

1.8.2.2. The proportion of trained online faculty as a part of the entire faculty will increase

Strategic Planning

In order to "close the loop" in the planning process and to make integrated technology planning a more efficient process, it is vital to get more regular feedback on the needs, goals, objectives, and activities outlined in the plan. In the interest of formalizing this self-improvement process, the following objective is added to goal number five:

5.4. Objective: *To collect and communicate information on the plan's progress*

5.4.1. Activities:

5.4.1.1. Will request annual reports and/or data from various campus and district bodies regarding the specific objectives and activities enumerated in the plan

5.4.1.2. Will publish a summary, based upon the information collected under Activitiy 5.4.1.1 above, of progress made on the plan's goals

5.4.2. Expected Outcome:

5.4.2.1. A summary report on the institution's progress with the plan, published for the campus community's review

APPENDICES

Appendix A – Governance Structure

There are several bodies in the college's and district's participatory governance structures whose activities are linked in some way to this plan. This appendix enumerates the most relevant groups.

- **Oxnard College Advisory Groups**

- Campus Use, Development, and Safety Committee

- Authority:* The Campus Use, Development, and Safety Committee derives its authority from the Oxnard College Participatory Governance/Standing, Advisory and Ad-Hoc Committees Manual, approved in 2013 by the Academic and Classified Senates, Associated Student Government, and OC Management.

- Purpose:* The Campus Use, Development, and Safety (CUDS) Committee is the primary committee charged with monitoring campus-wide issues relating to campus use, efficiency, development, and safety, and making recommendations to remedy any problems arising from these issues that affect the operations and maintenance of facilities, and the safety of students and staff of Oxnard College. This includes meeting the instructional, communication, computing and research needs of the campus. This committee directly supports Item No(s). 4, 5, 10 under 10+1.

- Distance Education Committee (Standing Committee)

- Authority:* The Committee is recommended by staff and approved by the President. The Committee is a subcommittee of the Curriculum Committee and is advisory to the Executive Vice President of Student Learning of Oxnard College.

- Purpose:* The Distance Education Committee exists to meet the instructional, communication, computing and research needs of the students, and faculty of Oxnard College. The mission of the Committee is to focus on the delivery of distance education and its environment be it web-enhanced courses to fully online, and to take a proactive leadership role on educational, technological and professional development issues surrounding distance education.

Appendix B. Work Plan 2011-2015

Goal 1: To encourage use of creative and innovative technology to deliver instruction to students

- 1.1. Objective: To communicate information about available technology, lab hours, and distance education to all student
- 1.2. Objective: To communicate information regarding access to adaptive technology for students with disabilities
- 1.3. Objective: To maintain state-of-the-art curriculum, software, and equipment within programs that are technology driven

- 1.4. Objective: To develop and post a website on Frequently Asked Questions (Q&A) about technology
- 1.5. Objective: To develop and implement a plan to establish a comprehensive Distance Education (DE) program
- 1.6. Objective: To develop and implement a plan to maintain the library/LRC and audio-visual support to instruction
- 1.7. Objective: To develop a refreshment plan for instructional and student services equipment
- 1.8. Objective: To increase the use of online resources in course offerings across the college

Goal 2: To use technology to continually improve the delivery of support services to students

- 2.1. Objective: To increase and improve the use of online student registration to students
- 2.2. Objective: To utilize online support services to promote retention and persistence of students
- 2.3. Objective: 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

Goal 3: To require the use of relevant community, industry, and student needs information to guide acquisition/retention of technology and software

- 3.1. Objective: To obtain relevant community and industry information to guide acquisition of new technology and software
- 3.2. Objective: To update and maintain this Technology Plan through periodic needs assessment surveys of campus community

Goal 4: To provide training and technical support for faculty, administrators, and staff

- 4.1. Objective: To develop and implement a technical training program for faculty and staff
- 4.2. Objective: To develop a plan to increase IT support for faculty and staff

Goal 5: To promote the integration of technology planning across the campus

- 5.1. Objective: To develop and maintain a plan to integrate technology planning with other planning efforts across the campus
- 5.2. Objective: To develop a plan to increase communication on technology planning across the campus

- 5.3. Objective: To develop a plan to maintain and promote participatory and collegial input into technology planning across the campus
- 5.4. Objective: To collect and communicate information on the plan's progress

Appendix C. Related Planning Documents

As previously mentioned, this technology plan and update is informed by and intended to be aligned with other college and district guiding documents. In addition to the college's Educational Master Plan, reference documents include the college mission statement, the district's mission statement, VCCCD Board Strategic Goals, the district's IT Department mission statement, and the district's Strategic Technology Plan. Specific relevant excerpts from these documents are included in this appendix for easy reference. Note that these are not the only items consulted for the technology plan, but are meant to be a representative sampling of documents consulted as part of the ongoing integrated planning process. Consultation also includes solicitation of input from campus constituencies as well as other activities such as surveys and environmental scans.

Oxnard College Mission Statement

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

VCCCD Mission Statement

The Ventura County Community College District (VCCCD) is committed to assisting students in the attainment of its primary mission as a system of state supported two-year colleges.

The primary mission of the District is to produce student learning in lower division level academic transfer and career/vocational degree and certificate programs. Effective, efficient student support services are offered to assist in the accomplishment of the District's primary mission based on need and available resources.

Ventura County Community College District works to enhance state, regional, and local economic growth and global competitiveness within the pursuit of its primary mission. Additionally, workforce and economic development activities and services are offered based on need and available resources.

English as a Second Language instruction, remedial, adult education, and supplemental learning services that contribute to student success are offered and operated based on need and available resources.

Ventura County Community College District improves the quality of community life by offering not-for-credit, recreational, vocational, cultural, and civic programming based on community demand and available resources.

All District programs, services, and activities operate within a framework of integrated planning and budgeting. Ongoing, student learning outcome assessment and systematic program review are used to ensure District-wide excellence through sustainable, continuous quality improvement in compliance with its mission.

VCCCD Board Strategic Goals (2013-2019)

Strategic Goal 1. Increase access and student success

Strategic Goal 2. Partner more effectively to meet community needs

Strategic Goal 3. Promote effective use of organizational resources

VCCCD Information Technology Department Mission Statement

The mission of the Information Technology Department is to provide secure, reliable, efficient, and effective technology services to the faculty, staff and students of the District. To align with the District's mission, the department is committed to excellence, striving to provide technology leadership and long-term vision, sustainability through innovation, high-quality service and support, and continuous improvement to assist in student learning, and support the colleges in their missions and functions.

VCCCD Strategic Technology Plan (2016)

The following are the District's information technology strategic goals and objectives.

- Support Instruction and Learning with Technology
- Enhance Services to Students through Technology
- Support Communications, Collaboration and Innovation across the District
- Improve Service Delivery and Broaden Support
- Develop Sustainable Funding Strategies for IT
- Support Green Computing Initiatives
- Enhance Information Security

Oxnard College **Information Technology Strategic Goals** **Cross-Referenced to Initiatives**

	Encouraging use of creative and innovative technology to deliver instruction to students	Using technology to continually improve the delivery of support services to students	Requiring the use of relevant community, industry, and student needs information to guide acquisition / retention of technology and software	Providing training and technical support for faculty, administrators and staff	Promoting the integration of technology planning across campus
Enterprise / Operational Initiatives					
Capital Construction Projects Support					
Document Imaging					
Safety initiatives					
Service Management and Deliver Enhancements					
Student Learning Outcomes Systems					
Unified Communications					
Instructional Support					
Desktop and Application Virtualization					
Library Systems Integration and Consolidation					
Online Tutoring					
STEM					
Services for Students					
Degree Audit and Planning Tool					
Expanding Support for Campus Technology & Online Systems					
Portal, Web, & Social Networking Enhancements					
Training for Faculty, Staff, and Students					

APPENDICES

APPENDIX A – Focus Group Participants

EDUCATIONAL MASTER PLAN – FOCUS GROUP PARTICIPANTS (Internal)

Robert Cabral	Deborah Guzman	Johanna Pimentel
Jennifer Clark	Steve Hall	Mario Ramirez
Gaylene Croker	James Harber	Jenny Redding
Armine Derdarian	Carolyn Inouye	Chris Renbarger
Joel Diaz	Linda Kamaila	Linda Robison
Will Diets	Keenan Kibrick	Joshua Ruiz
Kathleen Downes	Ashley Lajoie	Ken Sherwood
Diane Eberhardy	Elizabeth Lottman	Tom Stough
Amy Edwards	Marcos Lupian	Melissa Tellez
Karen Engelsen	L. Ron McClurkin	Graciela Casillas-Tortorelli
Jeff Erskine	Shannon Newby	Nayeli Trujillo
Francisco Ferreyra	Della Newlow	Elibet Valencia
Carmen Guerrero	Julian Orense	Victor Viveros
Gloria Guevara	Connie Owens	Laura Weber
Cindy Gullekson	Denise Padilla	David Yzaguire-Shea

EDUCATIONAL MASTER PLAN – FOCUS GROUP PARTICIPANTS (External)

Cathy Bojorquez	Tony Grey	Becca Porter
Ricky Cheung	Cecilia Grey	Carmen Ramirez
Kris DeVillers	Florence LaManno	Tony Volante
Deborah Devries	Mark Lisagor	Barbara Volante
Teresa Elenes-Waisman	Evalene Murphy	Bruce Waisman
Jim Gilmer		

APPENDIX B – Board Goals and Objectives

VCCCD 2013-2019 Strategic Goals

Adopted: October 8, 2013 Board of Trustees Meeting

The VCCCD Board of Trustees, at their June 2013 planning session, received, discussed, and moved forward six goals for the District's 2013-2019 Master Plan. After much collaboration and input from internal and external participants, it was determined there are three over-arching strategic goals that will be the focus at this time. The other three goals are included as subsets of the three over-arching goals listed below.

STRATEGIC GOAL 1. *Increase Access and Student Success*

Scope and Rationale: This District-wide goal emphasizes the active role of the Colleges and District Administrative Center in:

- Promoting access to educational opportunities for students;
- Supporting student success at the Colleges as students move to completion of degrees, certificates, and transfer in a timely fashion;
- Evaluating the use of technology and online opportunities to meet this goal. Also of primary importance is the need to work with K-12 partners in addressing the issue of lack of college preparedness;
- Focusing, through Student Success Act of 2012, efforts leading to student success and completion; and
- Using the Student Success Scorecard, established through the California Community Colleges Board of Governors, as a performance measurement system to track student success at all 112 California community colleges. The data available in this scorecard is an indicator of how well colleges are doing in developmental instruction, job-training programs, retention of students, and graduation and completion rates.

STRATEGIC GOAL 2. *Partner More Effectively to Meet Community Needs*

Scope and Rationale: This District-wide goal emphasizes the active role of the Colleges and District Administrative Center in enhancing the economic vitality of Ventura County. Effective partnerships are critical for the District to support economic development and to create seamless and relevant pathways for students leading from education to careers.

The Colleges and District Administrative Center support workforce and economic development in Ventura County by:

- Providing training and skill development for both incumbent and new workers for existing jobs;

- Supporting the creation of new jobs by serving as an educational resource to help attract new businesses/employers to the area; and
- Evaluating, maintaining, and improving existing and establishing new relationships with private, governmental, and educational agencies and institutions, which will set the stage for collaboration.

STRATEGIC GOAL 3. *Promote Effective Use of Organizational Resources*

Scope and Rationale: This District-wide goal emphasizes fiscal stewardship by:

Focusing the Colleges and the District Administrative Center on the importance of maintaining the vitality of employees and fiscal stability, and

- Encouraging ongoing efforts to find and leverage additional resources.

APPENDIX C – Voluntary Framework of Accountability Metrics

Voluntary Framework of Accountability (VFA)

The VFA is the principle accountability framework for community colleges with measures defined to encompass the full breadth of the community college mission and the diversity of students' goals and educational experiences.

More than 60 community college leaders guided the 18-month development of the VFA resulting in the release of more appropriate measures. The VFA gauges student progress and outcomes including pre-collegiate preparation (such as developmental education and Adult Basic Education), academic progress and momentum points, completion and transfer measures, and workforce outcomes for career and technical education.

Existing accountability measures in higher education do not adequately measure the unique mission of community colleges. For example, existing measures may exclude part-time students or non-credit career and technical students who are a key part of community colleges' mission. In light of the inadequacy of existing measures, the VFA provides community colleges with a significantly improved ability to assess their performance, identify areas for improvement, and demonstrate their commitment to their academic mission.

STUDENT PROGRESS AND OUTCOMES

College Readiness

1. % of students that attempt first math or English/reading developmental education course
2. % of students that complete highest level math or English/reading developmental education course
3. % of students that complete first college/level course in math or English/reading
4. % of students that complete all developmental education
5. % of students who have high school diploma or do not have diploma

Progress

1. Course success rate in term one
2. % of students that reach credit thresholds by end of year two (24=part-time; 42=full-time)
3. % of students that are retained from fall to next term or completed
4. % of students that reach year two outcomes as follows:
 - a. Still enrolled at your institution
 - b. Transferred to a 2-year or 4-year institution
 - c. Completed certificate or degree
5. Course success rate at the end of year two

Outcomes and Successes (see example below)

1. % of students that earn an associate's degree – without transfer
2. % of students that earn an associate's degree – with transfer
3. % of students that earn an award of less than associate's degree (certificate) – without transfer
4. % of students that earn an award of less than associate's degree (certificate – with transfer
5. % of students that transfer to a 4-year with no degree or certificate
6. % of students that laterally transfer
7. % of students that are still enrolled during the sixth academic year
8. % of students that left the institution, no award or transfer, with 30+ credits
9. % of students that left institution

WORKFORCE, ECONOMIC, AND COMMUNITY DEVELOPMENT**Career and Technical Education (CTE)**

- Measuring outcomes for students that complete programs (both credit and non-credit) in Career and Technical Education (CTE) or leave the college with a minimum of 300 contact hours in CTE;
 - Reported annually or as indicated in the definition of the measure;
1. Number of awards in CTE
 2. Licensure exam passing rate
 3. % of CTE students that complete a program (both credit and non-credit) or earn 300 contact hours and are employed with a livable wage
 4. Median wage growth of CTE students

APPENDIX D – California Community College Student Success Score Card

Student Success Scorecard

In its commitment to increase transfer and degree and certificate attainment, the California Community Colleges Board of Governors has established a performance measurement system that tracks student success at all 112 community colleges.

This scorecard not only provides stakeholders with clear and concise information on key student progress and success metrics in order to improve performance, it also allows colleges to set benchmarks and review completion and progress trends. The data available in the scorecard tell how well colleges are doing in remedial instruction, job training programs, retention of students and graduation and completion rates.

With data reported by gender, age and ethnicity, colleges, students and the public can also better determine if colleges are narrowing achievement gaps, which is vitally important for our students and our state's economy.

Summary Report on the Oxnard College 2013 Student Success Scorecard

- OC continues to be designated as a Hispanic Serving Institution (HSI)
- Over 78% of OC students are from ethnic minority groups with Hispanics representing 65.5% of the student body (Student Profile)
- The overall completion rate for Oxnard students is 41.2%. Not only do the rates for completion differ greatly between prepared (71.7%) and unprepared (34.5%) students, the rate increased for prepared students, while it decreased for students who are not prepared for college. This is a trend is something that we need to address given ~ 80% of the current cohort is considered un-prepared.
- Interestingly, the persistence rate (enrolled in each of the first three terms) is lower for prepared students (44.4%) than for un-prepared students (55.1%). This may be due to prepared students being more likely to transfer within 3 terms. For both groups though, the persistence rate decreased indicating the need to look more closely at the phenomenon which crosses all ethnic groups.
- On the other hand, students both prepared and un-prepared achieved the progress measure of attaining 30 units at a higher rate than the preceding cohort.
- Progress for students beginning in all remedial areas decreased from the prior cohort. The sharp decrease for ESL students is particularly troubling, but not necessarily surprising. Just over 4% of students starting in ESL complete a course in college level English within 6 years. Recent decreases in sections and elimination of

the lower level ESL coupled with the fact that some students start as low as six levels below transfer level, are certainly factors. As restructuring and partnerships develop we hope to see a reversal in this metric.

- Math improvement decreased to 16% which in and of itself is low. The Math Department has implemented the Transitional Math program which is expected to help students transition into college level Math more effectively. It should also be noted that an anomaly in the Scorecard Cohort criteria for this group affected the overall improvement and we expect to see the rate for all cohorts to increase in the next report.
- Decreases in unduplicated annual headcount (down 5.8%) and FTES (down 2.7%) continue, but at a much slower rate. Reduction in classes and other economic factors are also reflected in 'momentum' indicators such as persistence and overall progress.
- Demographically, the percent of 20-24 year olds continues to increase. 2011-12 also saw a slight increase in 50+ students. The percentage of male students has been creeping up over the past 4 cohorts.



STUDENT SUCCESS SCORECARD

Oxnard College

[Click here to select a different college](#)

PROFILE **PERSISTENCE** 30 UNITS COMPLETION REMEDIAL CAREER/TECHNICAL EDUCATION

College Profile

Description of the student population and course sections offered in 2011-12

STUDENT INFORMATION

Students		9,998
GENDER	ETHNICITY/RACE	
Female	African American	3.3%
Male	American Indian/Alaska Native	0.4%
Unknown	Asian	2.4%
AGE	Filipino	4.0%
Less than 20 years old	Hispanic	65.5%
20 to 24 years old	Pacific Islander	0.4%
25 to 49 years old	White	19.9%
50 or more years old	Two or more Races	2.5%
Unknown	Unknown	1.7%

OTHER INFORMATION

Full Time Equivalent Students	4,684.4
Credit Sections	1,197
Non-Credit Sections	0
Median Credit Section Size	31
Percentage of Full-Time Faculty	58.5%

Oxnard College (OC) has been a part of the Ventura County Community College District since 1975. In the heart of Ventura County two miles from Pacific Ocean beaches, Oxnard College has a vibrant diversity that gives the college a unique and exciting student life. On California's central coast two miles from the beach in Ventura County, Oxnard College is between Santa Barbara and Los Angeles along the Ventura Freeway and the Pacific Coast Highway.



District: Ventura
Students: 9,998
County: Ventura

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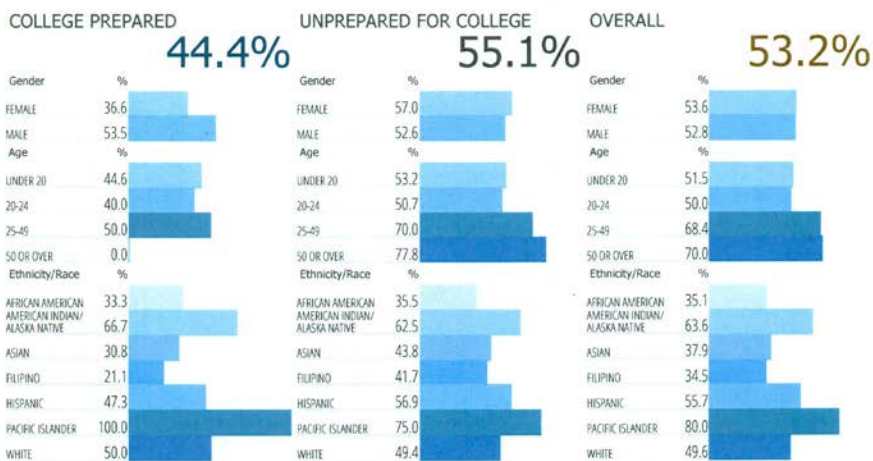
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Persistence

Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who enrolled in the first three consecutive terms. This metric is considered a milestone or momentum point, research shows that students with sustained enrollment are more likely to succeed.



COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
 UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
 OVERALL: Student attempted any level of Math or English in the first three years.
 0%: Cohort with no students attaining an outcome
 N/A: Cohort has no students

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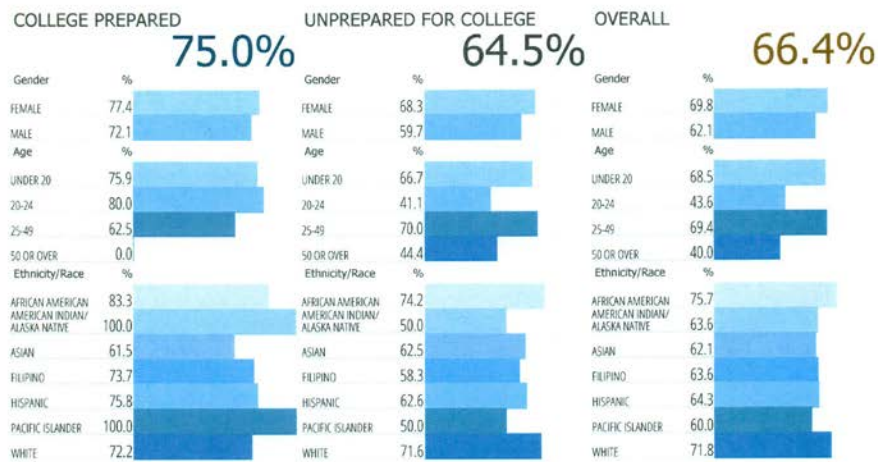
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30 Units

Percentage of degree and/or transfer seeking students tracked for six years through 2011-12 who achieved at least 30 units. Credit accumulation, 30 units specifically, tend to be positively correlated with completion and wage gain.



COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
OVERALL: Student attempted any level of Math or English in the first three years
 0%: Cohort with no students attaining an outcome
 N/A: Cohort has no students

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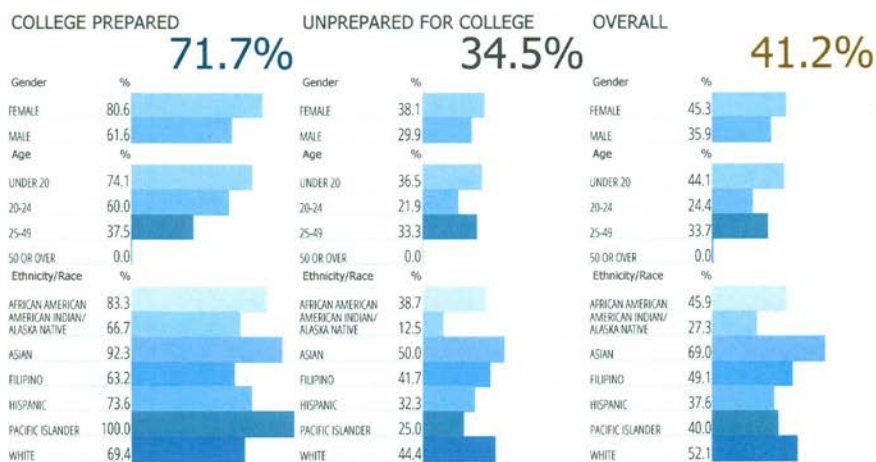
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Completion

Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate or transfer related outcomes.



COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level
OVERALL: Student attempted any level of Math or English in the first three years
 0%: Cohort with no students attaining an outcome
 N/A: Cohort has no students

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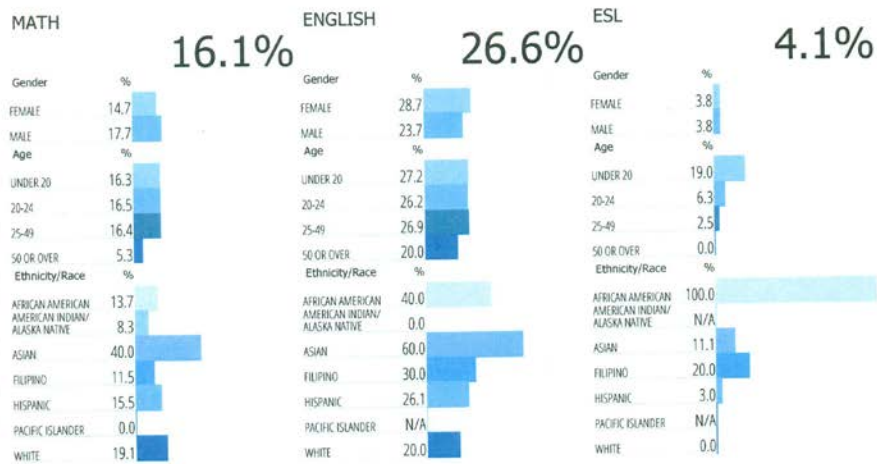
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Remedial

Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline.



0%: Cohort with no students attaining an outcome
N/A: Cohort has no students

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Career Technical Education

Percentage of students tracked for six years through 2011-12 who completed several courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.

OVERALL

57.5%

Gender	%
FEMALE	58.1
MALE	57.1
Age	%
UNDER 20	63.3
20-24	58.2
25-49	55.4
50 OR OVER	29.0
Ethnicity/Race	%
AFRICAN AMERICAN	60.0
AMERICAN INDIAN/ ALASKA NATIVE	66.7
ASIAN	61.5
FILIPINO	66.7
HISPANIC	56.6
PACIFIC ISLANDER	33.3
WHITE	58.6

0%: Cohort with no students attaining an outcome
N/A: Cohort has no students

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APPENDIX E – Student Equity Plan Crosswalk Guide

STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TITLE 5 SECTIONS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
A. Access The percentage of each population group that is enrolled compared to that group's representation in the adult population within the community served. This is frequently calculated as a participation rate.	Scorecard – COLLEGE PROFILE: Description of the student population and course sections offered in 2011-12. US Census data CCCCGIS Collaborative: <u>California Community College District Boundaries Map</u>	A-1: Increase California community college student access and success through the provision of core matriculation services. (55000) A-2: Ensure that Assessment/Placement services do not have disproportionate impact. (55522) A-3: Ensure assessment test processes do not exclude any otherwise eligible person from admission. (55522) A-4: SSSP services for students who are disadvantaged by economic, social and educational status shall be appropriate to their needs, and colleges shall make modifications as necessary. (55526)	Assessment Have instructional faculty facilitated discussions with non-instructional faculty about multiple measures; expanding the use and informing students about such measures? Outreach Is there sufficient outreach to faith based and community leaders of student groups that are not accessing or persisting in college coursework? Is there sufficient outreach to connect students to CTE programs? Scheduling Are key courses offered at times and in formats that fit the needs of target student groups? Are there sufficient numbers of sections offered each term? Alignment Is there an appropriate bridge linking regional Adult Education offerings such as GED completion and primary/secondary basic skills to credit course offerings? Are certain student groups represented at disproportionately high rates in basic skills English, math, reading or ESL?	Admissions: Are certain student groups more likely to register for classes after the start of the term? Are specific student groups more likely to apply for admission after the application deadline? Priority Enrollment Are all student ethnic/gender groups equally likely to receive priority enrollment? What actions can be taken to improve equity in priority enrollment? Which groups need targeted outreach and/or attention? Orientation Among students who receive orientation, is any student group less likely to enroll in the subsequent or concurrent term than the reference group? Assessment Among students who receive assessment services, is there any group of student more likely to experience disproportionate impact in placement into basic skills? Do assessment test processes exclude any otherwise eligible person from admission? Ed Planning & Counseling: Are all student groups equally like to receive an abbreviated education plan in a timely manner? Comprehensive education plan for their intended major? How early during their enrollment? What advising resources are available to students, and are students taking advantage of them? Do all student groups access counseling at similar rates? If not, what can be done to improve access to counseling? Are certain counseling services or hours more essential to the success of certain groups more than others? Accommodations: Are accommodations for disadvantaged students being adequately provided so that students can receive SSSP services when they need them?

Attachment B: Crosswalk - 2

STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TEACHING STRATEGIES	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
B. Course Completion <i>The ratio of the number of credit courses that students, by population group, complete compared to the number of courses in which students in that group are enrolled on the census day of the term.</i>	<p>"Course completion" data as defined and available on CCCCO DataMart</p> <p>Scorecard - PERSISTENCE: Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who enrolled in the first three consecutive terms.</p> <p>Scorecard - 30 UNITS: Percentage of degree and/or transfer seeking students tracked for six years through 2011-12 who achieved at least 30 units.</p> <p>Institutional probation data</p>	<p>B-1: Conduct research into any disproportionate impact of prerequisites or co-requisites and if discovered, develop and implement a plan to correct it. (55003)</p> <p>B-2: Ensure all nonexempt students participate in counseling, advising or other education planning services to assist them in establishing goals and a course of study. (55523)</p> <p>B-3: Help students develop comprehensive education plans to meet student needs and interests that also satisfy program requirements for EOPS, DSPS, CalWORKS, Veterans, Athletes, etc. and avoid duplicate plans. (55524)</p> <p>B-4: Evaluate academic progress of, and provide support services to, at risk students. (55525)</p> <p>B-5: Monitor academic progress to detect early signs of academic difficulty and provide specialized services and curricular offerings. (55525)</p> <p>B-6: Notify students who are at risk of losing Board of Governors Fee Waiver (BOGFW) eligibility due to probation for two consecutive terms. (55523) Provide appropriate counseling, advising or other education planning services to BOGFW students who are at risk of losing eligibility due to probation. (58621)</p> <p>B-7: Notify students who are at risk of losing enrollment priority due to being placed on academic or progress probation or due to exceeding a unit limit. (58108)</p>	<p>Prerequisites</p> <ul style="list-style-type: none"> Does the student population enrolling in the target course differ significantly pre- and post-prerequisite? Which student groups are successfully completing the proposed prerequisite and target course? <p>Coordination</p> <ul style="list-style-type: none"> Does the college have a student success committee or other governance structure to allow for instructional and counseling faculty engagement regarding instructional activities that contribute to student success? How are instruction and student success tied to institutional effectiveness measures? How are they established and through what venue? How do they connect to instruction and student services? <p>Course and Program Alignment</p> <ul style="list-style-type: none"> Are courses offered in the appropriate sequence? Does the scorecard or other CCCCO data indicate any change in the number of students moving from under prepared to prepared? <p>Scheduling and Credit Accumulation</p> <ul style="list-style-type: none"> Are there sufficient course offerings to ensure students have a bridge from basic skills to degree-applicable and/or transfer level courses? Are courses scheduled during hours and days that meet student need and promote student success? Are all student groups accumulating credits at an appropriate rate? If not, at which milestones are students being lost? Which groups are being lost at a disproportionate rate? What can be done to improve rates for those groups? <p>Instructional Methods</p> <ul style="list-style-type: none"> Does faculty employ a variety of instructional methods to accommodate student diversity? <p>Follow-up</p> <ul style="list-style-type: none"> Are instructional support services provided (supplemental instruction, learning communities, embedded counseling & tutoring). Are these services increasing completion rates? Are faculty making use of early alert and other alert processes to make appropriate referrals to tutoring and other support services? 	<p>Prerequisites</p> <ul style="list-style-type: none"> Which student groups are enrolling in the proposed prerequisite and target course? Among students who meet the prerequisite skill level, are certain student groups less likely to succeed in the course? <p>Ed Planning & Counseling</p> <ul style="list-style-type: none"> See prompts under A. Access <p>Follow-up and Probation</p> <ul style="list-style-type: none"> Are certain student groups more likely to end up on academic and/or progress probation at a disproportionate rate? Why? What actions can be taken to improve the likelihood that they do not?

STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TITLE 3 SECTIONS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
C. ESL and Basic Skills Completion <i>The ratio of the number of students by population group who complete a degree-applicable course after having completed the final ESL or basic skills course compared to the number of those students who complete such a final course.</i>	CCCCO Basic Skills Cohort Tracker Tool: Progress through sequence and completion of recognized milestones for ESL students Scorecard - REMEDIAL: Percentage of credit students tracked for six years through 2011-12 who started below transfer level in English, mathematics, and/or ESL and completed a college-level course in the same discipline. Institutional probation data	C-1: Provide follow-up services to evaluate the academic progress of, and provide support services to at risk students. (55520; 55525) C-2: Provide targeted follow-up services for at risk students and students enrolled in basic skills courses. (55525) C-3: Monitor academic progress to detect early signs of academic difficulty and provide specialized services or curricular offerings. (55525) C-4: Provide accommodations for students disadvantaged by economic, social, and educational status. (55526) C-5: Ensure SSSP services are accessible for English language learners and appropriate to their needs, including modified or alternative services for students enrolled in ESL programs. (55526) C-6: Provide appropriate counseling, advising or other education planning services to BOGFW students who are at risk of losing eligibility due to probation. (58621)	Coordination <ul style="list-style-type: none"> Is developmental education a clearly stated institutional priority? Scheduling and Credit Accumulation <ul style="list-style-type: none"> Are sufficient sections of basic skills English, Math and ESL offered to accommodate student need? Which courses are in greater demand than supply, that are negatively and disproportionately affecting target student groups? Are courses scheduled during hours and days that meet student need and promote student success? Are student groups progressing through and succeeding in remedial math and English, at the same rates? If not, which groups are progressing at lower rates? Which group is the most essential to focus attention on? What can be done to improve their success rates? Are ESL students less likely to realize their educational goals? Instructional Methods <ul style="list-style-type: none"> Does developmental faculty employ a variety of instructional methods to accommodate student diversity? Follow-up <ul style="list-style-type: none"> Are specialized instructional support services provided (e.g.: supplemental instruction, learning communities, embedded counseling and tutoring). Are these services increasing completion and success rates? Does the faculty recognize their importance in providing timely feedback to students' progress so that students may mitigate barriers to their success in the course? Is faculty making use of early alert and other academic alert processes to make appropriate referrals to tutoring and other support services? Are faculty informed that students can be at risk of losing BOGW eligibility? 	Prerequisites <ul style="list-style-type: none"> Same as in B. Assessment <ul style="list-style-type: none"> Are certain groups of students who place into basic skills courses less likely to be retained in the subsequent term at the college? Among students who place into basic skills English, reading, math and ESL courses, is any group disproportionately less likely to enroll in and complete the next course in the sequence? Among students who place into basic skills English, math or reading, are certain student groups disproportionately less likely to progress to transfer-level English or math? What strategies and approaches have colleges successfully implemented to mitigate disproportionate impact in the assessment and placement process? Follow-up and Probation <ul style="list-style-type: none"> Same as in B.

STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TITLE 5 SECTIONS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
<p>D. Degree and Certificate Completion <i>The ratio of the number of students by population group who receive a degree or certificate to the number of students in that group with the same informed matriculation goal as documented in the student educational plan developed with a counselor/ advisor.</i></p>	<p>COMPLETION: Percentage of degree and/or transfer-seeking students tracked for six years through 2011-12 who completed a degree, certificate or transfer-related outcomes.</p> <p>CAREER TECHNICAL EDUCATION: Percentage of students tracked for six years through 2011-12 who completed several courses classified as career technical education (or vocational) in a single discipline and completed a degree, certificate or transferred.</p> <p>Institutional probation data</p>	<p>D-1: Ensure all nonexempt students participate in counseling, advising or other education planning services to assist them in the process of selecting an educational goal and course of study. (55523)</p> <p>D-2: Follow-up with students who have not identified an education goal and course of study and students who are on probation or facing dismissal. (55525)</p> <p>D-3: Once the student has identified a course of student and completed 15 semester or 22 quarter units of degree applicable coursework, provide the student the opportunity to develop a comprehensive education plan within a reasonable amount of time. (55531)</p>	<p>Success and Achievement Gaps</p> <ul style="list-style-type: none"> Are all student groups achieving degrees and certificates in similar ratios? If not, which groups are not? Which groups are the most important for the college to focus on? <p>Scheduling and Credit Accumulation</p> <ul style="list-style-type: none"> Does the college's enrollment management ensure sufficient offerings for a student to complete a degree or certificate in a reasonable amount of time? At which point in the credit accumulation process is the college most likely to have an impact in improving the number of students who achieve degrees or certificates from targeted groups. <p>Instructional Methods and Curriculum</p> <ul style="list-style-type: none"> What instructional strategies or curricular redesign can be undertaken to improve success for the targeted group? 	<p>Ed Planning & Counseling</p> <ul style="list-style-type: none"> Is any student group disproportionately less likely to access counseling/advising services in a timely manner? Are students who receive counseling/advising services more likely to be retained than students who do not receive services? Are students who receive educational planning services more likely to succeed in their classes? <p>Follow Up and Probation</p> <ul style="list-style-type: none"> Are certain groups of students less likely to be identified by early alert programs? Are certain groups of students more likely to be placed on academic probation? Are students who receive follow-up services more likely to be retained in the subsequent semester than students who do not receive follow-up services? Are certain groups of students more likely to respond to an early alert by accessing services?

STUDENT EQUITY PLAN INDICATORS	POTENTIAL DATA SOURCES	TITLE SECTIONS	INSTRUCTIONAL PROMPTS	STUDENT SERVICES PROMPTS
<p>E. Transfer The ratio of the number of students by population group who complete a minimum of 12 units and have attempted a transfer level course in mathematics or English, to the number of students in that group who actually transfer after one or more (up to six) years.</p>	<p>CCCCO Transfer Velocity project data available on DataMart</p> <p>Scorecard - COMPLETION: Percentage of degree and/or transfer-seeking students tracked for six years through 2012-13 who completed a degree, certificate or transfer related outcomes.</p> <p>Institutional probation data</p>	<p>E-1: Ensure all nonexempt students participate in counseling, advising or other education planning services to assist them in establishing goals and a course of study. (55523) E-2: Once the student has identified a course of study and completed 15 semester or 22 quarter units of degree applicable coursework, provide the student the opportunity to develop a comprehensive education plan within a reasonable amount of time. (55531)</p>	<p>Scheduling and Credit Accumulation</p> <ul style="list-style-type: none"> Does the college's enrollment management ensure sufficient offerings for a student to transfer in a reasonable amount of time? At which point in the credit accumulation process is the college most likely to have an impact in improving the number of students who transfer from targeted groups? <p>Instructional Methods and Curriculum</p> <ul style="list-style-type: none"> What instructional strategies or curricular redesign can be undertaken to improve transfer for the targeted group? <p>Course and Program Alignment</p> <ul style="list-style-type: none"> Has the college initiated the required number of AA/AS – Transfer (AAT/AST) degree pathways? Have instructional faculty discussed the role of local degrees that are the same as the AAT/ASTs? Have instructional faculty engaged with faculty at receiving 4-year universities to assess whether their students are transfer-prepared? Has any plan or pipeline been established or explored? <p>Success and Achievement Gaps</p> <ul style="list-style-type: none"> Are all student groups transferring in similar ratios? Are all student groups completing transfer degree pathways in similar ratios? If not, which groups are not? Which groups are the most important for the college to focus on? 	<p>Ed Planning & Counseling</p> <ul style="list-style-type: none"> Same as in D. Have counselors been included in the development and dissemination of AA/AS Transfer degree pathways? <p>Follow Up and Probation</p> <ul style="list-style-type: none"> Same as in D.

