



**VCCCD BOARD STRATEGIC PLAN
Oxnard College Annual Implementation Plan 2010-2011**

VCCCD Board Objective #1: Access and Student Success

Provide student with access to academic, career and support programs through effective, efficient and accountable operations. Provide quality, up-to-date educational programs and services without unnecessary barriers to degree or certificate completion and successful four-year college transfer or employment.

- Draw more from alumni, e. g., experience, mentoring, placement
- Increase the outreach activities from the College Ambassador Programs
- Expand communication on the positive outcomes – facts; anecdotes – of student success
 - To the community
 - On the District and College websites
- Increase exposure of the Colleges in K-12, particularly to attract the underserved population
- Enhance distance/online education in terms of quality and richness of offerings
- Improve academic support programs
- Do more creative and student-centered scheduling, based on needs and degree patterns
- More modularizing of credit courses
- Greater integration of basic skills
- Provide online counseling and student services
- Examine the enrollment process and increase coordination to reduce the number of steps

Objective Focus	Action Steps	Responsible Party	Timeline	Status/Outcome	Evidence	Notes
1.	Revise curriculum process in light of adopted policies	EVP; Deans; Faculty	Ongoing	1. In Fall 2010, created a New Course Form for revised and new courses and programs to clarify the process 2. Migrating data into CurricuNet in preparation for implementation by the end of the 2012 academic year	Curriculum agendas and minutes	EVP is streamlining the curriculum process; updating forms; CurricuNet; simplifying the approval process
2.	As part of the PEPC process, review CTE programs as they relate to labor market needs	EVP; Dean of CTE; Department Chairs	Ongoing	Identified three programs (Auto Body, Business and Fire Technology) and a comprehensive labor market needs assessment has begun	PEPRs; Advisory Committee agendas and minutes	

Objective Focus	Action Steps	Responsible Party	Timeline	Status/Outcome	Evidence	Notes
3.	Implement SB 1440	EVP; Deans; Faculty	Spring 2011	Approved three AA-T degrees in Psychology, Sociology and Communication Studies all of which will be offered beginning Fall 2011	Curriculum agendas and minutes; transfer and planning guides; OC catalog	Three degrees identified (possible four)
4.	Develop two-year matrices of core courses in each degree/certificate program	EVP; Deans; Department Chairs	FY 2010-2011	All matrices are completed and uploaded into the Accreditation 2016 website	Accreditation 2016; Agilegrad	
5.	Develop a "first year" experience for new students	EVP; Dean of Student Services	Planning 2010 Implementation 2011	Developed a "First Year Experience" model and initial implementation began Spring 2011. Full implementation expected Spring 2012.	Written plan; website; student handbook	Joint project between Transitional Studies, Student Task Force and Best Practices Team
6.	Identify, evaluate and address the current District-wide barriers such as differing credits for similar courses, prerequisites, etc.	EVP; Deans; Registrars; Department Chairs; DCSL	June 2011	1. Aligned curriculum in EMT (Oxnard and Moorpark) and Child Development (all three colleges) 2. Articulation Officer developed a Course Equivalency List 3. Identified point of contact on each campus for pre-requisite clearance	DCSL minutes; Board approved curriculum	AFT Contract barriers;
7.	Proactively advise students with 30+ units	EVP; Dean of Student Services; Counselors; Registrar	Spring 2011 Fall 2011 - Implementation	Working with IT to implement SARS Call and Portal messages; pilot in Fall 2011	SARS Calls Report	
8.	Review data on completion and repetition rates of all courses in the ESL and Basic Skills curriculum and progression to college-level courses Create action plan based on the results of the data	EVP; Dean of Liberal Studies; Faculty; Transitional Studies Committee	Studies will be completed by Fall 2011; Findings reviewed and standards set for implementation by April 2012	Designed a research project consisting of four facets; matriculation process review, early alert program, progression through the basic skills sequence, and validation study of placement tests. A report will be compiled and offered at the end of Fall 2011 for follow-up on implications of results.	Assessment plan; BSI Action Plan; Transitional Studies Committee agendas and minutes; ARCC Report; data reports	Action plan implemented Fall 2011
9.	Coordinate programs with Oxnard Adult Education, et. al.	EVP; Dean of Liberal Studies; Transitional Studies Committee; Outreach Specialist	July 2011	1. Reached agreement with Oxnard Adult School on alignment of curriculum 2. Created an action plan for transitioning students in Spring 2012	Basic Skills funding plan; Transitional Studies Committee agendas and minutes; Outreach Report	

Objective Focus	Action Steps	Responsible Party	Timeline	Status/Outcome	Evidence	Notes
10.	Increase completion rates via improved persistence, retention and course success	President's Cabinet; Faculty; Students	Ongoing	<ol style="list-style-type: none"> 1. Completion rates decreased by 2% for cohort 2003-2004 from 2002-2003 2. Persistence rates increased by .4% for 2007-2008 from 2006-2007 <p><i>(Based on ARCC 2010 Report)</i></p>	ARCC Report; Perkins Core Indicators; PEPRs; Student Success Committee agendas and minutes	

VCCCD Board Objective #2: Partnerships with High Schools, Colleges and Universities

Strengthen college program articulations with all of its public high schools. College requirements will be clearly understood by high school teachers and counselors. Streamline transfer requirements and processes with four-year public institutions to allow students to efficiently achieve their educational goals.

- Greater analysis and use of Cal-PASS data
- Improve communication and collaboration on all aspects of K-16
- Provide greater articulation on the curriculum to high schools and universities
- Increase dual enrollment/automatic acceptance to universities
- Work with high schools to improve career awareness and development options
- Examine all partnerships for their outcomes and end those that are not productive (also relates to Economic Development)

Oxnard College Strategic Goal #2						
Objective Focus	Action Steps	Responsible Party	Timeline	Status/Outcome	Evidence	Notes
1.	Fine-tune and strengthen the comparable course list within the District	Articulation Officers	Fall 2010	Articulation Officer developed a Course Equivalency List. Updated Annually	Comparable Course List	
2.	Will communicate with area high schools regarding District course and program articulation standards when identified	CTE Specialist; Outreach Specialist; High School Liaison Counselors	Fall 2010, Updated Annually	<ol style="list-style-type: none"> 1. For CTE, course articulations are negotiated and updated annually 2. Qualified high school students through the credit by exam process will be awarded college credit for the completion of articulated courses 3. Ongoing meetings with high school counselors to share updates 	Formal agreements; Career Pathways website	Outreach Specialist and Liaison Officers need to be provided this information;
3.	Review and reassess the existing assessment instruments cut scores for ESL, Math and English	Matriculation; Transitional Studies Committee; Research Analyst; ESL, Math and English Departments	Studies will be completed by Fall 2011; Findings reviewed and standards set for implementation by April 2012	<ol style="list-style-type: none"> 1. Validation study scheduled to be conducted in Fall 2012 2. College will study the use Early Assessment Program scores (District-wide) 	Transitional Studies Committee agendas and minutes; Assessment Plan; Validation Studies	Still a state-wide discussion about uniform assessment tool for all community colleges

Objective Focus	Action Steps	Responsible Party	Timeline	Status/Outcome	Evidence	Notes
4.	Engage in activities and programs with high schools in STEM related disciplines	EVP; STEM Director; Faculty	Annually	<ol style="list-style-type: none"> 1. Summer Bridge Programs were developed and implemented with high school freshmen, sophomores and juniors in Physics, Chemistry, Robotics and Pre-Engineering 2. MESA activities and events were held 3. Transfer and Career Day event held with 750 students in attendance; Youth Conference event held with 400 high school students in attendance <p><i>(full progress report and video available on OC STEM website)</i></p>	Annual Performance Report; website; student videos	

Objective Focus	Action Steps	Responsible Party	Timeline	Status/Outcome	Evidence	Notes
5.	Engage in activities and programs with high schools with Title V	EVP; Title V Coordinator; Faculty	Annually	<ol style="list-style-type: none"> 1. High School Liaison Counselors: liaison counselors from 7 OUHSD High Schools participated in the Liaison Counselor Program facilitating programming and activities between Oxnard College and OUHSD. 2. Oxnard College MENTE Program: collaboration between Oxnard College and OUHSD Migrant Education Department. This program facilitated course offerings and supplemental transfer oriented programming for high school migrant students. 3. High School Partnership Program: dual enrollment courses enable high school students to earn college level credit through courses located at designated high school sites. 4. Oxnard College Multicultural Day: 800 high school students participated in an annual celebration of culture through multicultural talent acts, information booths and food booths and workshops. 5. Oxnard College Scholars Program: graduating high school seniors compete for a chance to participate in the OC Scholars Scholarship Program which requires structured activities for participating students. 	Annual Performance Report	

VCCCD Board Objective #3: Instructional Productivity While Maintaining Quality

Maximize student learning and success by implementing system-wide efficiencies to enhance institutional capacity to enroll students. Student's needs will be met efficiently by offering quality, relevant programs. Measure outcomes and respond to findings to improve and maintain educational success. Accountability, continuous improvement and student success will be emphasized to achieve degree and certificate completion, transfer, and employment.

- Review the number of credit/contract hours for courses and reduce where possible and prudent
- Do more creative and student-centered scheduling, based on needs and degree patterns (also relates to Access and Student Success)
- Enhance distance/online education in terms of quality and richness of offerings (also relates to Access and Student Success)

Oxnard College Strategic Goal #3

Objective Focus	Action Steps	Responsible Party	Timeline	Status/Outcome	Evidence	Notes
1.	Review campus procedures that are in alignment with the District established policy and procedure of course and program approval	EVP; Deans	Ongoing	1. Campus is in compliance with District policies and procedures 2. Met instructional productivity goal for 2011-2012	Curriculum Minutes; DTRW Minutes; Board Minutes; SCRC Minutes; State Chancellor's Approval	
2.	Implement the District program discontinuance policy/administrative procedures when adopted	EVP; Chancellor's Cabinet	June 2011	Executive Vice Presidents drafted an Administrative Policy for program discontinuance for finalization in Fall 2011	Board Approved Policy; District Developed Administrative Procedure	
3.	Develop two-year matrices of core courses in each degree/certificate program for 2010-2012	EVP; Deans	Fall 2010	All matrices are completed and uploaded into the Accreditation 2016 website	Matrix; SharePoint Accreditation 2016	
4.	Develop and implement a first-year experience for new students, "OC Experience"	Dean of Student Services; Dean of Liberal Studies; Transitional Studies	June 2011	Developed a "First Year Experience" model and initial implementation began Spring 2011. Full implementation expected Spring 2012.	Implementation Plan	Subject to continued Basic Skills funding

VCCCD Board Objective #4: Economic Development and Workforce Training

Assess economic development activities and programs. Existing services will be coordinated for the purpose of diversifying Ventura County’s economy through the expansion of business and industry. The District will respond to the needs of existing and emerging businesses providing a well-trained workforce. District college career contemporary workforce development and labor market demands.

- Examine and enhance relevance of course and program offerings
- Increase access to services provided by Colleges; for those taking training and development courses; for local companies and organizations served by the Colleges
- Increase management training programs
- Examine all partnerships for their outcomes and end those that are not productive (also relates to Partnerships with High Schools, Colleges and Universities)

Oxnard College Strategic Goal #4						
Objective Focus	Action Steps	Responsible Party	Timeline	Status/Outcome	Evidence	Notes
1.	Assure the relevance of course and program offerings	EVP; Dean of CTE	Updated annually	All programs have been reviewed by advisory committees and are up to date	Advisory Committee Minutes; Curriculum Minutes	
2.	Align high school programs and career academies with college CTE curriculum	EVP; Dean of CTE	Updated annually	1. Auto Tech, Culinary Arts, Child Development, et al., have been aligned between the high school and college programs of instruction	Articulation Agreements; Programs of Study agreements	

VCCCD Board Objective #5: Prudent Fiscal Stewardship

Operate functions efficiently and effectively and ensure the budget process provides the foundation for sound planning, fiscal management, stability, sustainability, and accountability. Assess budgetary expenditures against objective measures of program quality and effectiveness and improve programs and services. District long-term retirement obligations (GASB 45) will continue to be funded and adequate cash revenues will be maintained. Costs in areas such as healthcare, work-related injuries, facilities and operations, etc. will be contained or reduced so that cost savings can be redirected to student learning and support. Monitor and assess the state’s financial condition and provide timely budgetary intervention to avoid crises and unanticipated disruptions in District operations, programs and services.

- Link budget and resource allocation to planning priorities
- Increase involvement of student in decision making to link priorities and resources to the greatest student needs
- Make greater use of technology in all aspects
- Reduce redundancies
- Integrate marketing to make maximum use of resources
- Stop mailing hard copies of class schedules

Oxnard College Strategic Goal #5						
Objective Focus	Action Steps	Responsible Party	Timeline	Status/Outcome	Evidence	Notes
1.	Conduct a comprehensive assessment of our existing planning and budgeting model	PBC Co-Chairs	May 2011	Completed a comprehensive assessment of the Planning and Budgeting model and are making recommendations to the President for implementation Fall 2011	Updated PBC Planning and Budget Model; PBC Minutes	Linked to Recommendation 1 the Accreditation Report
2.	College will review its resource allocation process to ensure that it is in line with the District and College missions and Board objectives	PBC Co-Chairs; VP Business Services; President	June 2011	<ol style="list-style-type: none"> 1. PBC has recommended and implemented a resource request process for all college units 2. Resource allocation recommendations will be forwarded to the President for academic year 2011-12 	Updated Resource Request Process; Final Budget; Revised Planning and Budgeting Model	

Objective Focus	Action Steps	Responsible Party	Timeline	Status/Outcome	Evidence	Notes
3.	College will use the program review process to assess programs and services and implement needed changes to generate cost efficiencies, reduce redundancies and meet program and service needs	EVP; VP Business Services; Deans; Department Chairs; PEPC Faculty Co-Chair; Lead Faculty	May 2011	<ol style="list-style-type: none"> 1. Instructional program review process was deemed in need of improvement by the accreditation evaluation team; however, a few programs did make changes as a result of program review, for example, Japanese was eliminated as a discipline in Foreign Languages. Also, class caps for ASL were increased to 35 students to help the college meet its productivity goal; process will continue in Fall 2011 with eight instructional programs undergoing critical review 2. In Student Services the program review process was analyzed and deemed insufficient with a new model to be created for implementation in Fall 2011 with three service areas undergoing critical review 3. Business Services Council completed comprehensive program review utilizing survey data over the past three years resulting in the reduction of services in the bookstore, cafeteria, student business operations and grounds; process will continue in Fall 2011 with three service areas undergoing critical review. <i>(program review are available on SharePoint)</i> 	PEPRs; Resource Requests; Business Services Survey; Student Services Program Review documents	Linked to Accreditation Report Recommendation #4

VCCCD Board Objective #6: Professional Development for Faculty and Staff

District employees need ongoing skill development to meet the changing demands of declining resources, increasing technology and greater diversity in our student body. The District will provide effective training in areas of management and leadership, effective approaches in teaching and student support, the use of technology for administrative, educational and student support purposes. In the event that employees are displaced due to economic or organizational efficiency considerations, provide employees with training to assist them in securing future employment.

- Increase training in instructional technology and the latest pedagogical practices
- Provide training in areas that link to student success
- Increase resources for professional development

Oxnard College Strategic Goal #5						
Objective Focus	Action Steps	Responsible Party	Timeline	Status/Outcomes	Evidence	Notes
1.	In concert with the District Human Resources office, will provide for professional development for managers and staff	District Human Resources; President's Cabinet	Ongoing	District Training for Management Training, Banner Training and IT Training; Emergency Preparedness Team Training;	Sign-in Sheets; Minutes	
2.	Provide professional development opportunities for staff and faculty	Professional Development Committee; Managers	Ongoing	Basic Skills Faculty Institute; Title V Coop SITE Faculty Training; Food Services/Culinary Worker Certification Training; Dental Hygiene Certification Training; Emergency Preparedness Team Training; OSHA/CPR/AED Training; Standardized Agendas and Minutes Training; Website Training; Agilegrad Training; eLumen Training; Distance Education Training; OmniUpdate Training; Grade Book Training; FEMA Training; CAETMA Training	Reports from the PDC; OC Accreditation Self-Study; Perkins Grant Report; SB70 Grant Report; M&O Training Report; STEM Grant Annual Program Report;	