



SPRING 2022 PLANNING RETREAT AGENDA

April 22, 2022 ▪ 8:30 AM – 3:30 PM ▪ OCPA Conference Center

TIME	ACTIVITY	CATEGORY
8:30 – 9:00 AM	Continental Breakfast Music Oxnard College Student Projects	Networking
9:00 – 9:05 AM	“Soar to New Heights” Short Video OC Marketing	Viewing
9:05 – 9:20 AM	Welcome Framing the Workday President Sanchez	Framing
9:20 – 9:40 AM	Alma Mater Ice Breaker Vice President Cobian	Group Activity
9:40 – 10:10 AM	Vice President Updates Academic Affairs Vice President Sandford Business Services Vice President Renbarger Student Development Vice President Cobian	Report
10:10 – 10:30 AM	President’s Office Updates Advancement Tina Knight Marketing and Outreach James Schuelke	Report
10:30 – 10:40 AM	BREAK	Recharge
10:40 – 11:30 AM	Educational Master Plan Goals and Metrics Setting Up Tabletop Analysis Keller Magenau Tabletop Data Analysis Table Teams Facilitated Report Out Keller Magenau	Interactive
11:30 – 12:30 AM	Prioritizing EMP Action Next Year (2022-2023) Setting Up Tabletop Team Work Amy Edwards Tabletop Work Plan Table Teams Facilitated Report Out Amy Edwards	Interactive
12:30 – 1:00 PM	LUNCH Music Oxnard College Student Projects	Recharge
1:00 – 1:50 PM	Facilitated Innovation Groups (FIGs) Action Proposals FIG Coaches	Presentation
1:50 – 2:30 PM	Prioritizing Action for 2022-2023 Setting Up Tabletop Team Work Tina Knight, Amparo Medina Tabletop Work Plan Table Teams Facilitated Report Out Tina Knight, Amparo Medina	Interactive
2:30 – 2:40 PM	BREAK	Recharge
2:40 – 3:30 PM	Branding and Program Development Facilitated Visioning James Schuelke, Amy Edwards	Interactive
3:30 PM	Closing Wrap Up Invitation to Happy Hour President Sanchez	Gratitude

Hello note takers!

Thank you very much for helping record the insights from your table team!

Here's what to do:

- If you are not already on the laptop reading this document, grab the laptop! These instructions are repeated there. From the laptop you can use the live links to get to the forms you need.
- Instead of paper notes, you'll be completing an electronic form for each table discussion. There are two table discussion sessions today with electronic forms. Each one has its own link below.
- Find your table number or facilitator's name below. There you will find the links for each of the forms. The forms are customized to your table, so be sure you click the right link. The rest should be straightforward. If you have questions, look for an IE staff member circulating the room to help.

Thanks again!

Table	Facilitator	Interactive ONE: EMP Metric review --USE LINK three times	Interactive TWO: EMP Work Plan --USE LINK twice
1	Amparo Medina	https://ventura.co1.qualtrics.com/jfe/form/SV_9AF2oQpKQLI1xbw	https://ventura.co1.qualtrics.com/jfe/form/SV_8DhITMiQCqv2L5k
2	Chris Renbarger	https://ventura.co1.qualtrics.com/jfe/form/SV_6Euee3PpSgYjaZg	https://ventura.co1.qualtrics.com/jfe/form/SV_OjEBcbYXiPXjEVO
3	Oscar Cobian	https://ventura.co1.qualtrics.com/jfe/form/SV_cHdaBRyDVPouBaS	https://ventura.co1.qualtrics.com/jfe/form/SV_bwiJmws8ZGH6ia
4	Art Sandford	https://ventura.co1.qualtrics.com/jfe/form/SV_2lyn6wQh9MMBsxx	https://ventura.co1.qualtrics.com/jfe/form/SV_4J7BFNGmXkzhe4e
5	Leah Alarcon	https://ventura.co1.qualtrics.com/jfe/form/SV_243JDbBWzW7kQkK	https://ventura.co1.qualtrics.com/jfe/form/SV_b2gIIUy2okJD2gC
6	Tina Knight	https://ventura.co1.qualtrics.com/jfe/form/SV_eP2xVjoTICG6kCO	https://ventura.co1.qualtrics.com/jfe/form/SV_0dIOAkuajmfn43A
7	Dianne Frehlich	https://ventura.co1.qualtrics.com/jfe/form/SV_6SdjDJ4CLJCL08K	https://ventura.co1.qualtrics.com/jfe/form/SV_eVigdzA0SOvxDXo
8	Amy Edwards	https://ventura.co1.qualtrics.com/jfe/form/SV_b9GzYTUUPblfcUK	https://ventura.co1.qualtrics.com/jfe/form/SV_20tg8dXxXTLAajQ
9	Gaby Rodriguez	https://ventura.co1.qualtrics.com/jfe/form/SV_1zUK2OHj0YzjvcG	https://ventura.co1.qualtrics.com/jfe/form/SV_7OrDdHFert2hbWS
10	Steve Hall	https://ventura.co1.qualtrics.com/jfe/form/SV_bQ6WiXUv2aIQi5U	https://ventura.co1.qualtrics.com/jfe/form/SV_dhG81VAfOYPHfn0

2021 – 2030 Educational Master Plan

Shard College: Transforming Structures



How Did We Do on
Our Educational Master
Plan Goals this Year?

Year One Analysis of Metrics and
Results—an Interactive Session



EMP Goals

- Enhance Student Success
- Strengthen Access to Educational Opportunity
- Advance Social Justice and Equity-Minded Practices
- Promote the College's Reputation
- Strengthen the College's Financial Future

The Metrics

- In 2020-21 we ratified the metrics that will help us each year to determine if we have made progress on our EMP goals.
- Each of the EMP goals has at least one metric associated with it; some have more. Many metrics support more than one goal.
- This year is our first review of our progress.
- We may also decide to adjust the metrics or our annual targets.



Anatomy of a Metric

- Assessing each metric involves knowing: **the metric, the baseline, the year-one target, and the year-one results.**
- **Example of a Metric:** *Increase the number of non-credit courses we offer.*
- **Understanding the Baseline:** a measure of where we started. E.g., in 2019 we had 21 non-credit courses in our catalog.
- **What's a target?** The incremental progress goal we set for a given year.
- **How do we measure results?** Our results are a measure of the change from the baseline.



Analysis of Our Progress— Tabletop Work

- Each team will analyze and discuss **three EMP metrics** and our **2021-22 results**.
- On each table there is a printed dataset. Each table's dataset is different. Review and discuss these at your table.
- There is also a laptop for recording your answers to **four QUESTIONS** about each metric.

Directions

Each table has an assigned FACILITATOR. There is also a laptop at your table with a form for recording your responses. Please identify a NOTE TAKER to record results on the form.

- Locate the **three data sheets** at your table. These are the metrics assigned to your table.
- **Analyze and discuss** each of the metrics and results. Each graphic includes the following key information: the metric, the baseline, the year-one target, and the year-one results.

ANSWER THE FOLLOWING QUESTIONS FOR EACH METRIC:

1. Did we meet the TARGET?
2. Do we need to adjust the metric or target?
3. Thinking about both external factors (e.g., Covid, enrollment declines, etc.) and internal actions (e.g., counselor/mentor phone outreach campaigns, etc.), what do you think contributed to this year's results?
4. Is there anything else your team wants to say about the metric, our results, or this exercise?

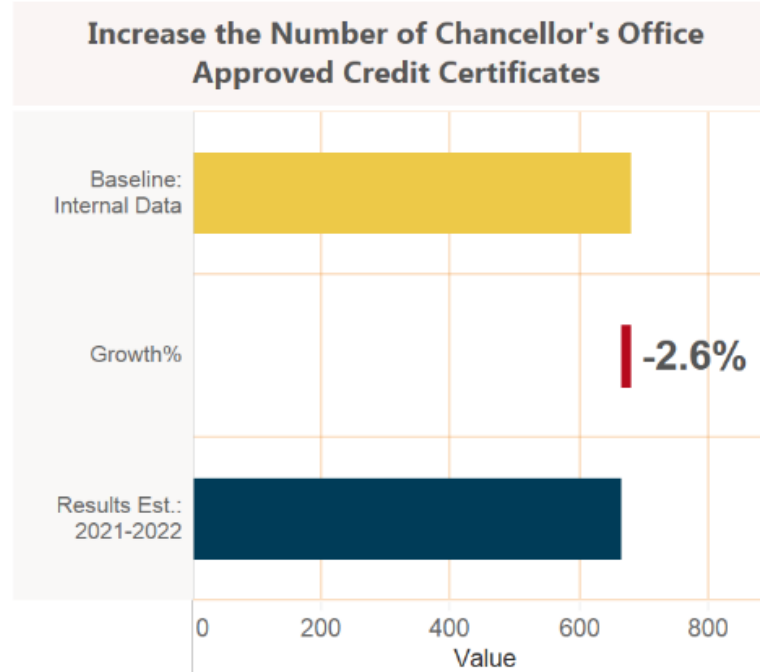
NOTE TAKERS: Look for your instruction sheet



GOAL: Enhance Student Success

Metric: Increase the Number of Chancellor's Office Approved Credit Certificates Earned

Target: Increase by 5% per year



Measure Names

■ Baseline: Internal Data ■ Results Est.: 2021-20..

Target

Increase by 5% per year

Have we met the percentage target?

■ False

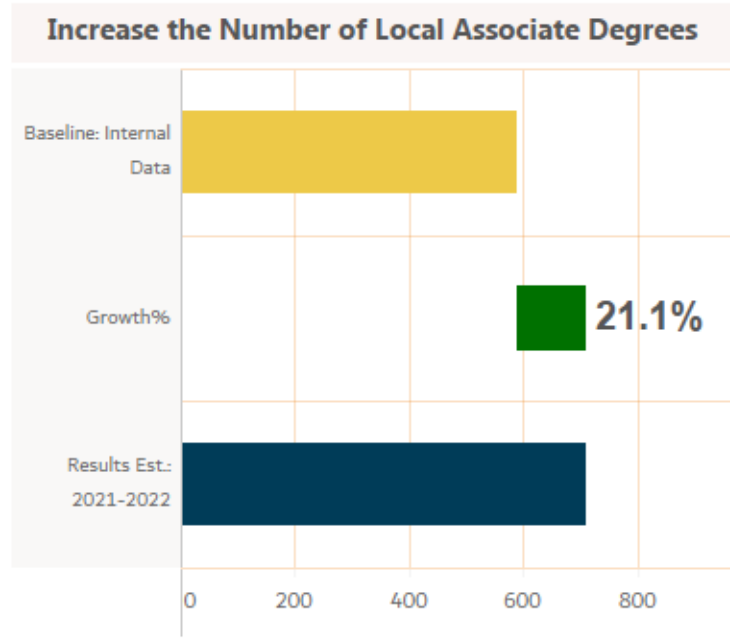
Note

Enrollment at baseline: 11,027

Enrollment 2021-22: 10,593

GOAL: Enhance Student Success
Metric: Increase the Number of Local Associated Degrees Earned
Target: Increase by 3% per year

Note
 Enrollment at baseline: 11,027
 Enrollment 2021-22: 10,593



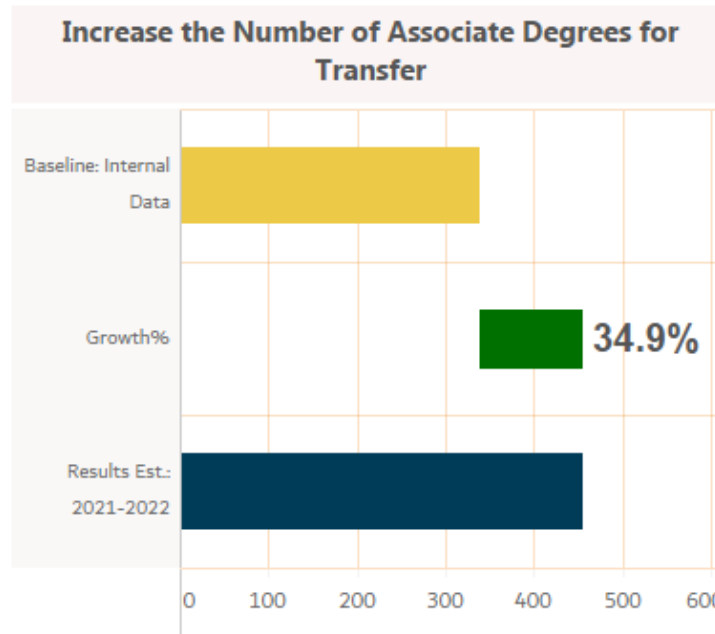
Measure Names
■ Baseline: Internal Data ■ Results Est.: 2021-2022

Target
 Increase by 3% per year

Have we met the percentage target?
■ True

GOAL: Enhance Student Success
Metric: Increase the Number of Associate Degrees for Transfer Earned
Target: Increase by 10% per year

Note
 Enrollment at baseline: 11,027
 Enrollment 2021-22: 10,593



Measure Names

■ Baseline: Internal Data ■ Results Est.: 2021-2022

Target

Increase by 10% per year

Have we met the percentage target?

■ True

GOAL: Enhance Student Success

Metric: Increase the Percentage of Students Who Transfer to a Four-Year Institution

Target: Increase to 60% in 10 years; 3 percentage point increase annually

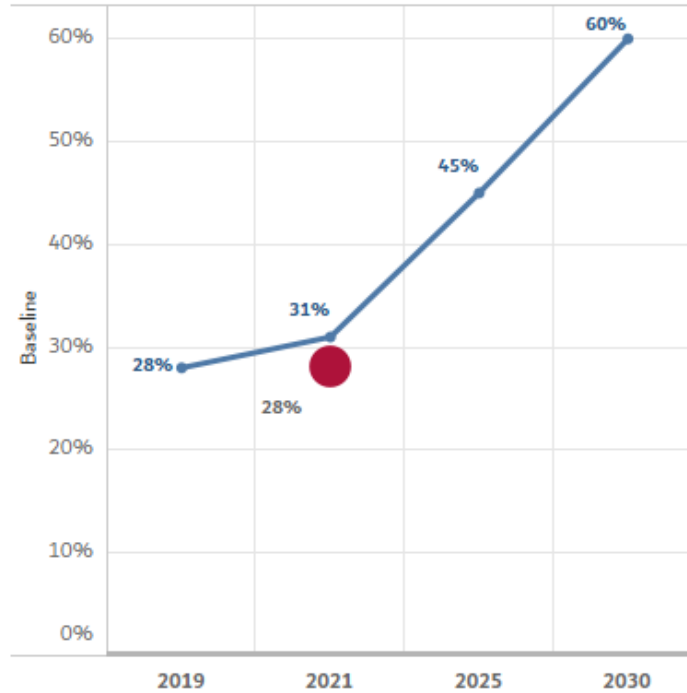
Note

Enrollment at baseline: 11,027

Enrollment 2020-21: 11,330

Metric is calculated using preliminary LaunchBoard data from West Ed. Transfer data is from *previous year* (2020-21).

Increase the Percentage of Students Who Transfer to a Four-Year Institution



Measure Names

- Baseline and Projection
- Results 2021-2022

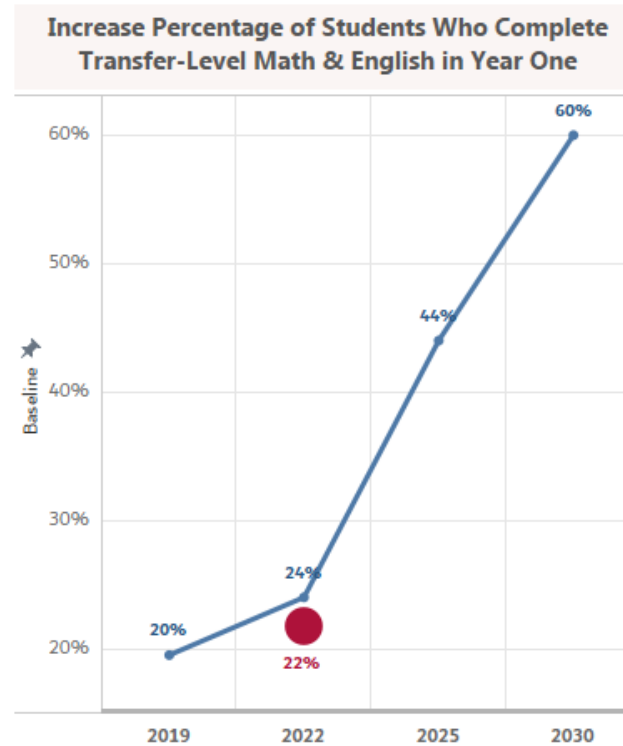
Target

Increase to 60% in 10 years
3.2 Percentage Point Increase per year

Have we met the target?

- False

GOAL: Enhance Student Success
Metric: Increase the Percentage of Students Who Complete Transfer-Level Math & English in Year One
Target: Increase to 60% in 10 years; 4 percentage point increase annually



Measure Names

- Baseline and Projection
- Results 2021-2022

Target

Increase to 60% in 10 years
4 Percentage Point Increase per year

Have we met the target?

- False

Note

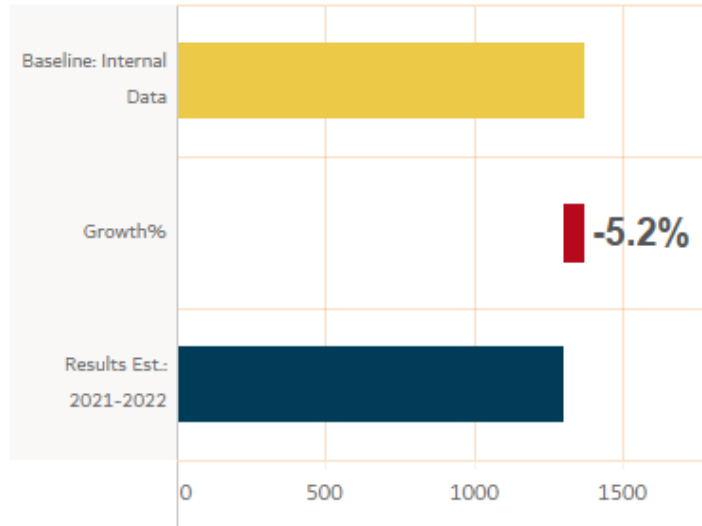
Enrollment at baseline: 11,027

Enrollment 2021-22: 10,593

GOAL: Enhance Student Success
Metric: Increase the Number of Students Who Complete 9+ Career Education Units in One Year
Target: Increase by 2% annually

Note
 Enrollment at baseline: 11,027
 Enrollment 2020-21: 11,330

Increase the Number of Students Who Complete 9+ Career Education Units in One Year



Measure Names

■ Baseline: Internal Data ■ Results Est.: 2021-2022

Target

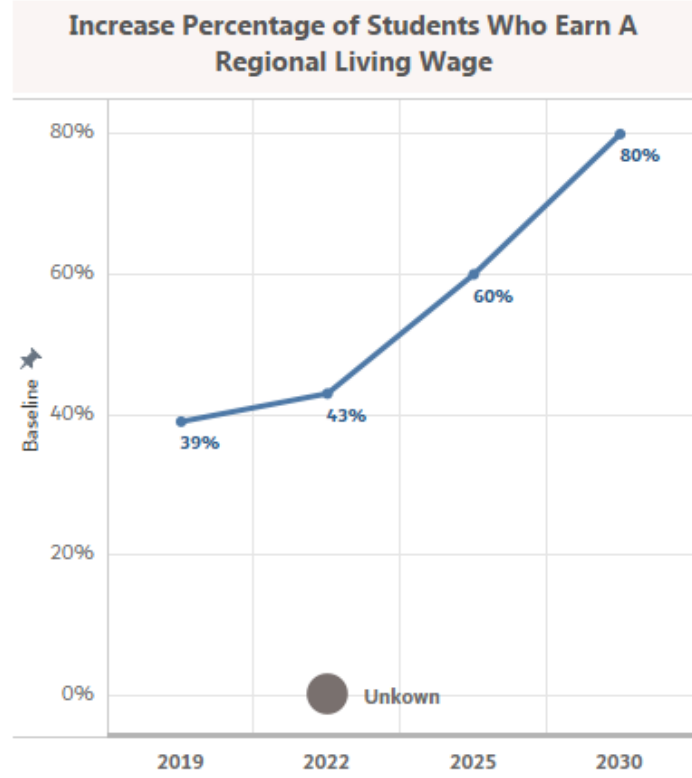
Increase by 2% annually

Have we met the percentage target?

■ False

GOAL: Enhance Student Success
Metric: Increase the Percentage of Students Who Earn a Regional Living Wage
Target: Increase to 80% in 10 years; 4 percentage point increase annually

Note
 These data from the state Chancellor's office will always lag. Last available data: 2018-19. Revisit metric or target?



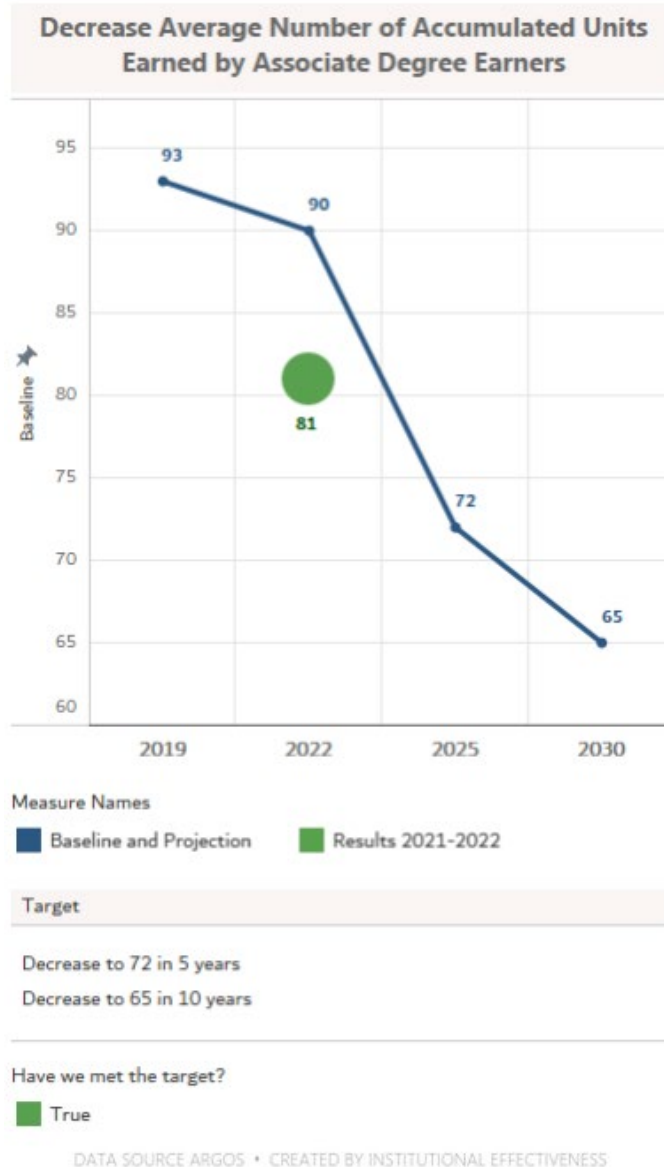
Measure Names
■ Baseline and Projection
■ Results 2021-2022

Target
 Increase to 80% in 10 years
 4.1 Percentage Point Increase per year

Last available data: 2018-19. ■ Unkown



GOAL: Enhance Student Success
Metric: Decrease the Average Number of Accumulated Units Earned by Associate Degree Earners
Target: Decrease to 72 in 5 years
Decrease to 65 in 10 years

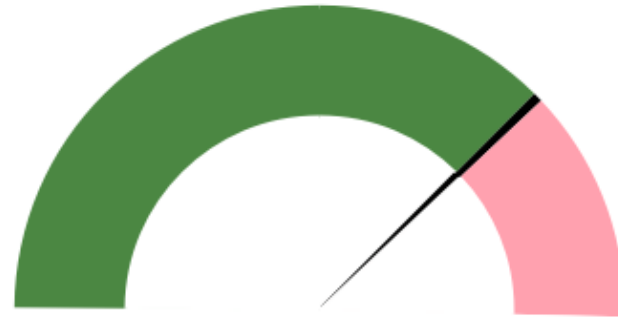




GOAL: Enhance Student Success
Metric: Close all Equity Gaps in Student Success Metrics
Year ONE Target: Identify gaps

Note
State data are to be released in April. Internal data are also being analyzed. Analysis for the new Student Equity Plan will be completed this summer.

Year One Identify all Equity Gaps in Student Success Metrics



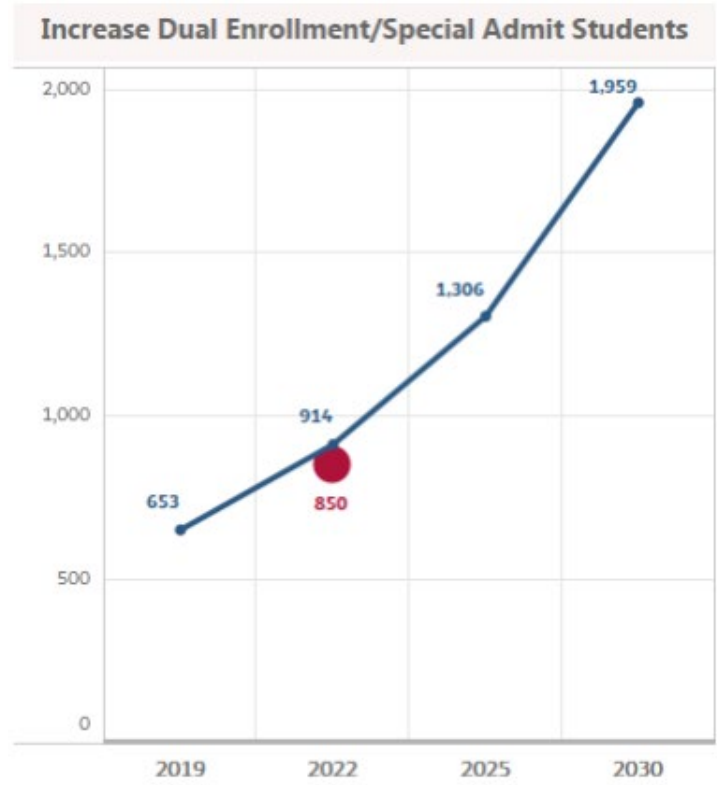
Results Estimated 2021-2022

75%

Target

Year ONE: Identify Gaps

GOAL: Strengthen Access to Educational Opportunity
Metric: Increase Dual Enrollment Students
Target: Double in 5 years
Triple in 10 years



Measure Names
■ Baseline and Projection
■ Results 2021-2022

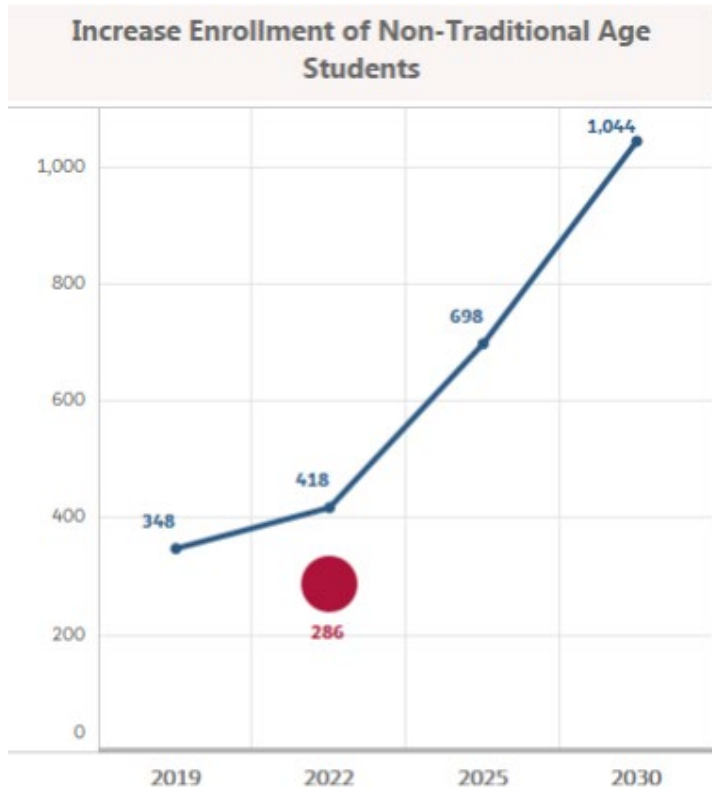
Target

Double in 5 years
Triple in 10 years

Have we met the target?

■ False

GOAL: Strengthen Access to Educational Opportunity
Metric: Increase Enrollment of Non-Traditional Age Students
Target: Double in 5 years
Triple in 10 years



Measure Names
■ Baseline and Projection
■ Results 2021-2022

Target

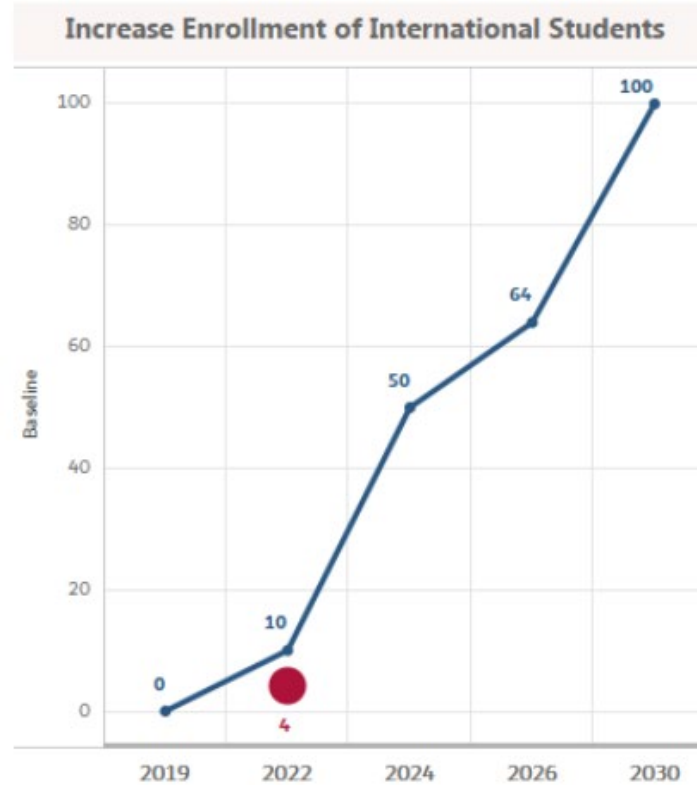
Double in 5 years
Triple in 10 years

Have we met the target?
■ False

Note:
Includes enrollment of first-time students and first-time transfer students.

GOAL: Strengthen Access to Educational Opportunity
Metric: Increase Enrollment of International Students
Year THREE Target: 50 students per year

Note: International marketing staff have been hired. Year-one startup may naturally yield smaller number.



Measure Names

- Baseline and Projection
- Results 2021-2022

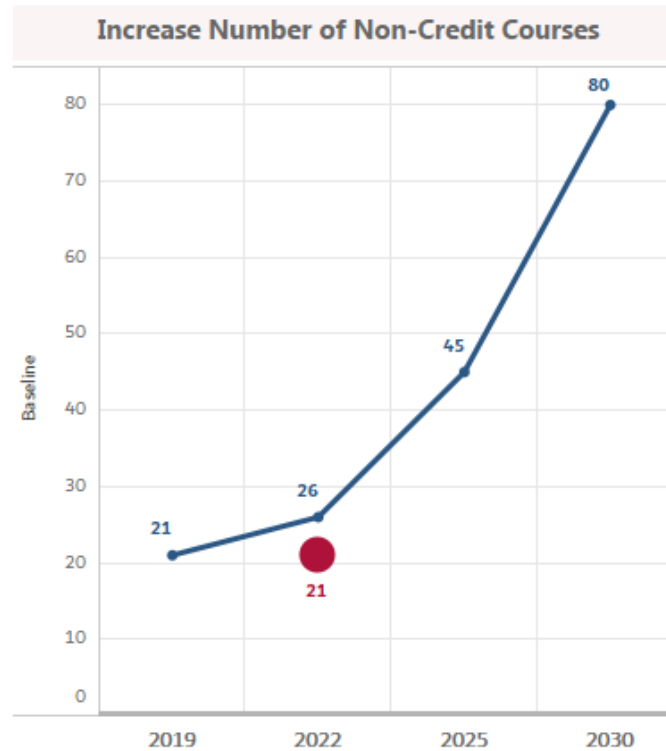
Target

- Year THREE: 50 students per year
- Year FIVE: 64 students per year
- Year SEVEN: 75 students per year..

Have we met the target?

- False

GOAL: Strengthen Access to Educational Opportunity
Metric: Increase Number of Non-Credit Courses
Target: Increase to 45 in 5 years
Increase to 80 in 10 years



Measure Names

- Baseline and Projection
- Results 2021-2022

Target

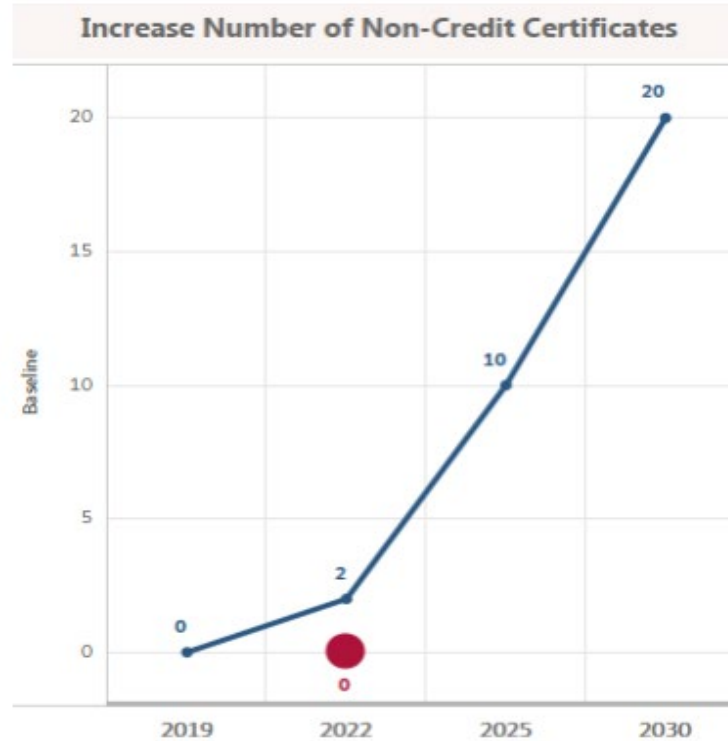
- Increase to 45 in 5 years
- Increase to 80 in 10 years

Have we met the target?

- False



GOAL: Strengthen Access to Educational Opportunity
Metric: Increase Number of Non-Credit Certificates
Target: Increase to 10 in 5 years
Increase to 20 in 10 years



Measure Names
■ Baseline and Projection
■ Results 2021-2022

Target
Increase to 10 in 5 years
Increase to 20 in 10 years

Have we met the target?
■ False



GOAL: Strengthen Access to Educational Opportunity

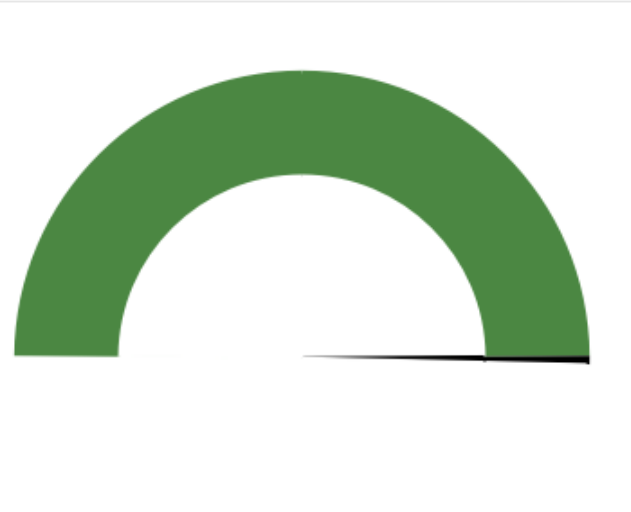
Metric: Increase Number of Partnerships with Middle Schools

Target: Add at least one new partnership annually in each of our service area's six districts

Note

In 2021-22 we added partnerships with two districts—not individual schools. Revisit target?

Increase Number of Partnerships with Middle Schools



Results Estimated 2021-2022

100%

Target

Add at least one new partnership annually in each of our service area's six districts

GOAL: Advance Social Justice and Equity-Minded Practices
Metric: Increase Student Volunteerism
Year ONE Target: Determine baseline and targets

Note
Survey is developed and will be launched to students the first week of May. Targets will be set in June—the end of year one.



GOAL: Advance Social Justice and Equity-Minded Practices
Metric: Increase Student Voter Participation
Year ONE Target: Determine baseline and targets

Note
Survey is developed and will be launched to students the first week of May. Targets will be set in June—the end of year one.

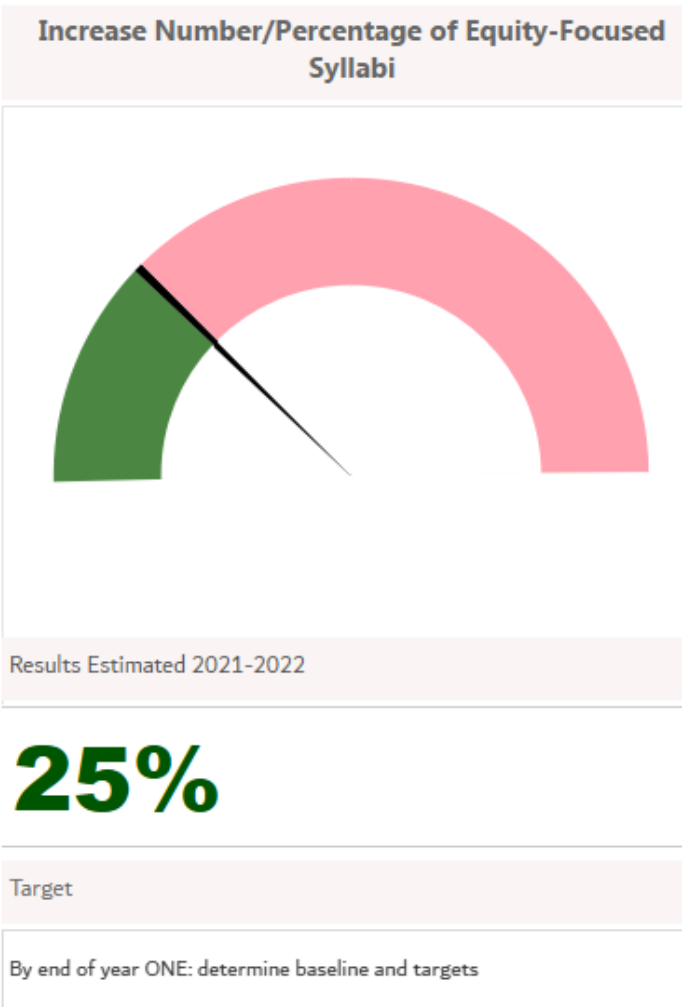


GOAL: Advance Social Justice and Equity-Minded Practices

Metric: Increase Number/Percentage of Equity-Focused Syllabi

Year ONE Target: Determine baseline and targets

Note
Survey is in development. Training and surveying will occur in fall. Targets will be set in fall.



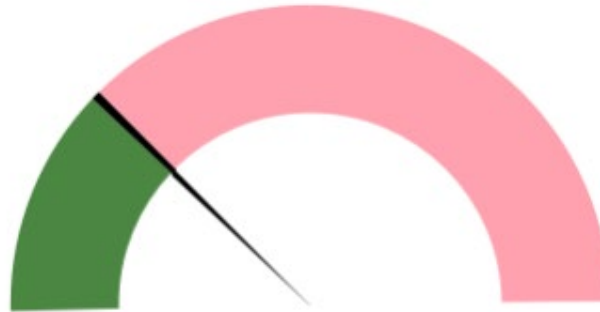
GOAL: Advance Social Justice and Equity-Minded Practices

Metric: Increase Number/Percentage of Faculty Utilizing Inclusive Pedagogy

Year ONE Target: Determine baseline and targets

Note
Survey is in development. Training and surveying will occur in fall. Targets will be set in fall.

Increase Number/Percentage of Faculty Utilizing Inclusive Pedagogy



Results Estimated 2021-2022

25%

Target

By end of year ONE: determine baseline and targets

GOAL: Advance Social Justice and Equity-Minded Practices
Metric: Increase Number of Courses that Satisfy the CSU Ethnic Studies Requirement
Target: Two courses

Note
Five courses submitted; one approved. The others have been revised and resubmitted.



Measure Names

- Baseline and Projection
- Results 2021-2022

Target

Year THREE: 5 courses
Year FIVE: 10 courses

Have we met the target?

True

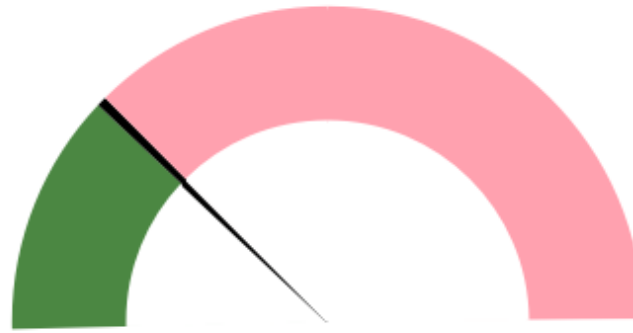
GOAL: Advance Social Justice and Equity-Minded Practices

Metric: Develop & Publish a Statement of Commitment to Diversity, Equity, and Inclusion

Year ONE Target: Statement drafted, ratified through participatory governance, published to the website & posted across campus

Note
Statement has been drafted and has begun PG review.

Develop & Publish a Statement of Commitment to Diversity, Equity, and Inclusion



Results Estimated 2021-2022

25%

Target

By end of year ONE: DEI Statement is drafted, ratified through PG, published to website & posted across campus.



GOAL: Promote the College's Reputation
Metric: Increase Number of Faculty/Staff Awarded PDC Funds to Present Original Work at Professional Conferences
Year ONE Target: PDC develops targets

Increase Number of Faculty/Staff PDC Awards Given for Presentation of Original Work at Professional Conferences



Results Estimated 2021-2022

100%

Target

Year ONE: PDC develop targets.



GOAL: Promote the College's Reputation
Metric: Apply for National, State, and Local Awards and place as Finalist

By end of year TWO:
Advancement Office in collaboration with Institutional Effectiveness:

- develop and widely distribute to campus community: list of award opportunities, outline of requirements, timelines for applications, mechanism for annual review and report of progress
- develop targets and milestones

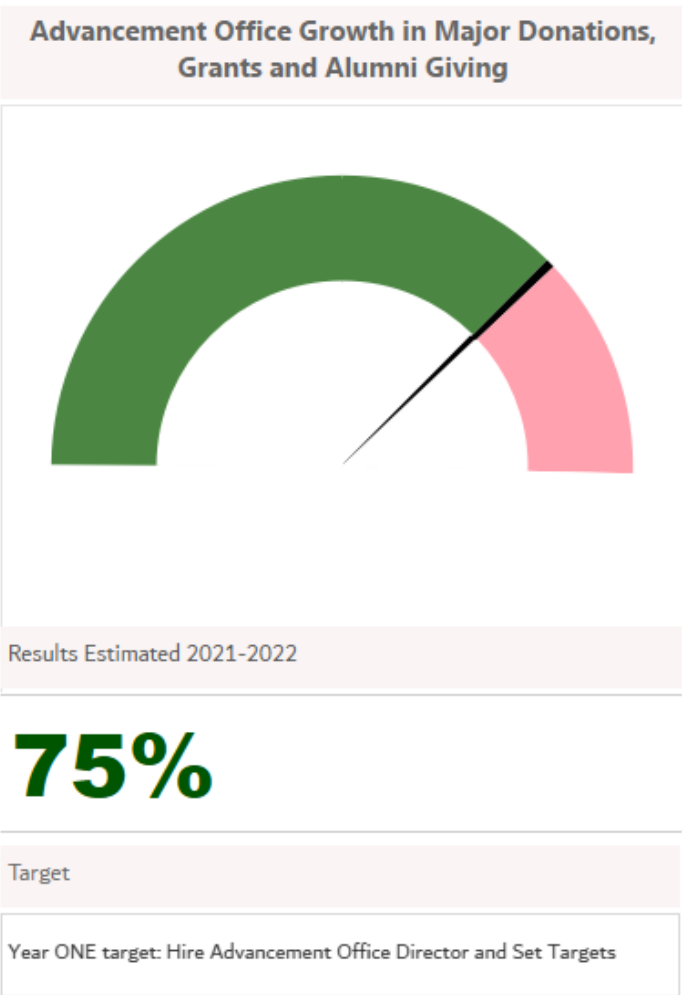
2021-22 Good News!

- *Aspen Institute* top 150 community colleges
- Top STEM Schools for Hispanics by the *Hispanic Outlook in Education Magazine*
- Top 100 Colleges & Universities for Hispanics by the *Hispanic Outlook in Education Magazine*
- *Bellwether College Consortium* award winner (Fire Academy)
- *Bellwether College Consortium* finalist (Dental Hygiene program)
- *Campaign for College Opportunity* named Oxnard College a 2021 Equity Champion of Higher Education for its Excellence in Transfer for Latino students through Associate Degrees for Transfer (ADT)



GOAL: Strengthen the College's Financial Future
Metric: Develop Advancement Office Major Donations, Grant Portfolio, and Alumni Giving
Year ONE Target: Hire Advancement Office director and set targets

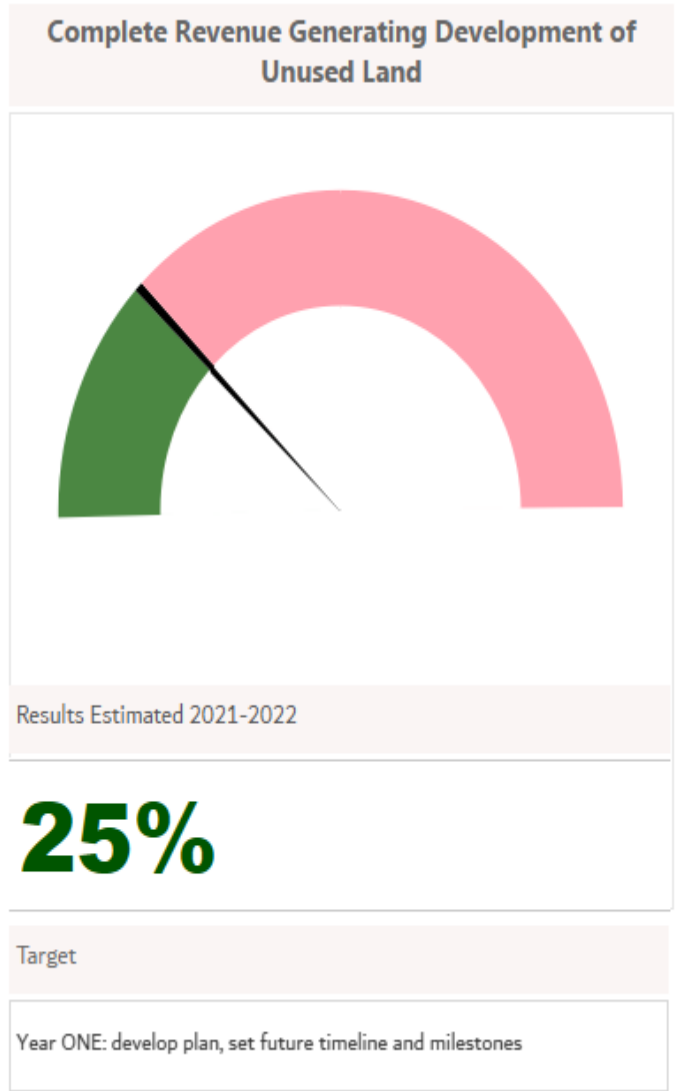
Note
Advancement Office director is hired. Goals and targets are being discussed.





GOAL: Strengthen the College's Financial Future
Metric: Complete Revenue Generating Development of Unused Land
Year ONE Target: Develop plan, and set future timeline and milestones

Note
Facilities Master Plan is being completed this year. A Housing Feasibility study is underway. Plan for land may be ratified next year.



Developing Work Plan for 2022-23: Tabletop Work

- Each team will review **two EMP metrics** and our **2021-22 results**.
- At least one metric you will have already seen. The second may be new to your team.
- As a team:
 - **brainstorm actions** that could strengthen the achievement of these metrics,
 - **Identify barriers** to completing these actions, and
 - **Identify some of the offices and people** that will need to be involved.

OC Spring Planning Retreat April 22, 2022: EMP Goals/Metrics Review

Outcome of team time:

To review our progress on our Educational Master Plan Goals in 2021/2022, we will examine the results on the metrics we set to measure success on those goals. Team members will discuss results and prepare to report on the metrics the team is assigned to review. Each tabletop team will review three metrics. You will have about 5 to 7 minutes to review each metric and record results.

Directions:

1. Find on your table and review, the copies of graphs for the three metrics assigned to your group.
2. Analyze and discuss the graphics for each of the metrics. Each graphic includes the following key information: the metric, the baseline, the year-one target, and the year-one results.
3. Answer the following questions for each metric:
 - a. Did we meet the TARGET?
 - b. Do we need to adjust the metric or target?
 - c. Thinking about both external factors (e.g., Covid/enrollment declines) and internal actions (e.g., counselor/mentor phone outreach campaigns), what factors do you think contributed to this year's results?
 - d. Is there anything else your team wants to say about our results or this exercise?

Identify a Note Taker to record your results on this sheet. Use the back side, as necessary.

Table # _____

Team Members:

Name	Program or Department
FACILITATOR:	
NOTE TAKER:	

Metric

What METRIC are you reviewing:
1. Did we meet the TARGET this year?
2. Do we need to adjust the metric or target? If yes, please explain.
3. What internal and external factors do you think contributed to this year's results?
4. Is there anything else your team wants to say about our results or this exercise?

OC Spring Planning Retreat April 22, 2022: EMP Work Plan Discussion

Outcome of team time:

To provide input for the development of the one-year Work Plan for 2022-23, the first Work Plan for the Educational Master Plan. To provide input, the team members will brainstorm actions that could strengthen the achievement of these metrics.

Directions:

1. For the metrics assigned to your group, brainstorm actions for 2022-23 that could help the college achieve the metrics,
2. identify barriers to completing these actions, and
3. identify some of the offices that will need to be involved.

Identify a Note Taker to record your results on this sheet. Use the back side and extra pages, as necessary.

Table # _____

Team Members:

Name	Program or Department
FACILITATOR:	
NOTE TAKER	

Work Plan

<i>What METRIC are you reviewing:</i>		
1. 2022-23 Actions Brainstorm	2. Barriers	3. People

Notetaker: Please enter your name here.	Please choose your Table number.	Which metric are you reviewing now?	Did we meet the TARGET this year?	Do we need to adjust the metric or target? If yes, please explain.	Thinking about both external factors (e.g., Covid/enrollment declines) and internal actions (e.g., counselor/mentor phone outreach campaigns), what factors do you think contributed to this year's results?	Is there anything else your team wants to say about our results or this exercise?
Eliseo g	Table 2	Increase the Number of Local Associate Degrees	Yes	Yes. because we are streamlining grad app process and implementing auto grad program. It automatically auto into the program. Increase target to per year. No because we need to change Metric to include those that transfer because not all students that transfer get an associates. Yes, because it connects to student centered funding formula.	We did not get to this.	We didnt get to this
Eliseo Gonzalez	Table 2	Increase Percentage of Students Who Complete Transfer-Level Math & English in Year One	No	Yes. Because the of the pandemic and reduction of enrollment etc this goal is unachievable.	Did not get to it	Did not get to this
Eliseo	Table 2	Increase Student Volunteerism	Yes	No metric as of yet. Adjust this metric to include to setup a sign in sheet (Digital or paper) as a metric with time there and name to track this metric. A process needs to be developed. This is for on campus events. Student contact to talk about volunteerism. Faculty support by extra credit. keep volunteerism locally to on campus only. Then later include the community.	waiting for metric to be set	this year was only to setup
Amanda Burwick	Table 1	Close all Equity Gaps in Student Success Metrics	No	No just to make progress and identify year two. Year one isn't too interesting, year two will be more involved.	Covid.	What was done to evaluate the gaps, the metrics sheets doesn't tell us the information only that 75% has been completed but 75% of what?
Amanda Burwick	Table 1	Increase the Percentage of Students Who Transfer to a Four-Year Institution	No	Yes we need more information what is the baseline, how is it defined and what are the actual numbers. We don't know what the cohort or numbers are, we are asked to look at a graph without enough information to accurately assess progress. Would like more information as to how we are gathering the information. If we are not aware of this information we would be unable to access solutions and accurately increase.	Hard to determine factors based upon the incomplete information that was provided. Factors that could be more meaningful include evaluating Financial Aid, Peer Mentoring, student support, etc. To maintain with all the external factors, mental health, financial concerns was a win for our campus. If students in the area knew about ABS40 our college could increase enrollments and help more students.	Would like to see more information, are we measuring students who want to transfer or does it include all students with the goal who do not want to transfer.
Amanda Burwick	Table 1	Increase the Number of Chancellor's Office Approved Credit Certificates	No	NO.	Changing CE Deans so often, Lack of stability in department and leadership. Lack of interest for online instruction due to virtual classes. Enrollment dropped for all. Looking forward if we concentrate on CE programs, they are capable of excelling. We need outreach to High Schools that have the programs that OC offers. A deeper partnerships between High School programs to Oxnard College. Increase CE dual enrollment and articulation especially in CE programs. Many of our high school student lack knowledge about what OC offers. We are loosing enrollments.	This provides a limited amount of information and opens the door for various interpretations. What are we measuring in Certificates, setting 5% is good but pandemic held our college back. Only dropping 2% is good as most lab classes and hands on classes were really impacted.
G.Ortega	Table 3	Increase the Number of Associate Degrees for Transfer	Yes	Is the 10% increase based on current population? Can this be broken by equity groups? Can we break objective by academic groups vs career education? Can baseline population be broken out by students that have identified that their goal is transfer or all students?	The Amazon effect.... 1600 jobs available Current job openings in service center at an all time high Inflation Stimulus dollars available	

G. Ortega	Table 3	Increase Percentage of Students Who Earn A Regional Living Wage	No	Yes, Metric needs to be better defined. What are we really measuring? How are student being tracked? Who collects data?	Expand Career Center, Job fairs, Internships, however still results unknown due to the lack of data after students leave OC.	Flawed metric. Needs clarity.
G. Ortega	Table 3	Increase Student Voter Participation	No	Yes, We need a target. Currently target does not currently exist.	Ballot drop box is a good addition for future results to voter participation.	
Shannon Davis	Table 4	Increase the Number of Students Who Complete 9+ Career Education Units in One Year	No	Change the baseline to where we end Spring 2022, set target of increasing 4% per year	Covid impacted CTE programs, which rely heavily on in-person, hands-on lab	
Shannon Davis	Table 4	Decrease Average Number of Accumulated Units Earned by Associate Degree Earners	Yes	Yes, we did meet the metric, we didn't meet the target yet but we are on track to hit 72 in 5 years	AB 705 meant that students were taking fewer math and English pre-transfer level courses, increased numbers following ADT degrees which make transfer path clearer	
Shannon Davis	Table 4	Increase Number/Percentage of Equity-Focused Syllabi				
Isaac A. Rodriguez Lupercio	Table 5	Increase Number of Partnerships with Middle Schools	No	No, but we should make sure the graphic accurately represents the results.	Having a specific person focused on marketing and outreach. Dual Enrollment. President Sanchez, having his President's advisory council.	Did we talk to each school individually or the District? It may be more important to be connected to the school directly. How did we get 100% if we only hit 2 of the 6 districts? What constitutes a partnership? (should be defined) This target should be revisited. We should incorporate middle schools into OC Fridays. Who is responsible for achieving this? How is this all being organized, coordinated, and reported?
Isaac A. Rodriguez Lupercio	Table 5	Increase Dual Enrollment/Special Admit Students	No	Yes. This is a very aggressive goal. At year 5, it could be revisited. We should clarify if it's new students or FTEs. Maybe we should reset the baseline to 2022 since this would be a more traditional year (out of the pandemic).	Limited outreach. Some students were home schooled. How do we count them? CCC Apply- The system is challenging to navigate.	Dual Enrollment students, duplicated or unduplicated? Even though we did not meet it, it was very close. We are on track to, since we are very closed. How are we properly guiding young students through the enrollment process? Is the middle college also included in this?
Marcia Fulkerson	Table 7	Increase the Number of Local Associate Degrees	Yes	yes, increase. We increased our local Associate degrees during a very difficult time. There is a nuisance that extends to which we increase AA, we reduce the other degrees. We need to be conscious of that.	Students have been decided not to transfer and instead go to OC. Could have been job market drying up.	Family connection. They want to stay close to their families.
Marcia Fulkerson	Table 7	Increase Enrollment of International Students	No	Yes, let's reduce. 25-30 might be optimistic.	Covid and countries closing up, slow start to reopening. Knowledge and the application process and language barriers. We hired 2 professionals experts who connected to high schools in other countries. It builds slowly. Which community Colleges do it well. SMC and Santa Barbara CC do this, but they have student housing. Transportation can also be a challenge. Cost of tuition may also be a factor.	
Marcia Fulkerson	Table 7	Increase Number of Faculty/Staff PDC Awards Given for Presentation of Original Work at Professional Conferences	Yes	yes, time to set a number. Need to create explicit connection between the goal and the value proposition. How does it help the college? Create a different measure for attending vs presenting.	Communication about conference fees being covered by the college, it is limited to one paid conference a year. Encourage faculty to create original works. The college wasn't created with this in mind. We need to create a capstone project to motivate students to come here instead of creating original works.	

Laura Knight	Table 8	Increase the Number of Associate Degrees for Transfer	Yes	No change yet. We may want to revisit in a few years. Since it's a hard number, as enrollments increase the percentage increases. If the percentage stays the same then the hard number will increase as enrollments increase.	University transfer center Program options New initiatives Metamajors Guided pathways External influences -COVID kept them in school -online classes allowed students to complete degrees -online approval documents	Go US - Keep it up!
Laura Knight	Table 8	Increase Number of Non-Credit Courses	No	Yes. Increase courses 30-35 within 5 years and then 60ish in 7 years (10 years).	Our campus lacks understanding of what supports non-credit courses need; college campus doesn't know what the 21 courses are; we need a needs assessment in the community; COVID could have had impact because maybe they aren't online. (We could have an "Ask Oscar" Hour)	
Laura Knight	Table 8	Apply for National, State, and Local Awards and P	No	No.	Internal - Tina's new and has no admin support. External - no one was thinking of awards during the pandemic	More communication with campus community; get Senates involved (Class & Acad); we are missing teacher of the year award; what's happening in the art association so they can get support? Build in support for our awards. Offer a kudos program to recognize helpful faculty and staff and anyone can submit the compliment and anyone can receive it.
Michael Alexander	Table 9	Increase the Number of Students Who Complete 9+ Career Education Units in One Year	No	This was a unique year. We don't need to adjust the target because we are going to be returning to a more normal schedule as 2% increase should be attainable. Currently, our growth is -5.2 % which can be attributed to the pandemic.	External factors were the pandemic, and things will return to a more normal scenario. Now that classes are returning back to campus, we are noticing that not all of the students are wanting to return to campus, and that some students want to stay remote. Perhaps, it has to do with the multiple changes to dates and schedules for anticipated move remote/move on campus that students were challenged.	Some of the Auto Technology Classes is increasing/adding additional outside lighting to help to facilitate more evening and night classes.
Michael Alexander	Table 9	Advancement Office Portfolio of Major Donations, Grant Awards, and Alumni Giving.	No	We need to better define what the target is. The target is specified as 75%, but it is not exactly clear how to measure the target. We have hired a director of advancement, and we have applied for 14+M in additional funding, but there is more that needs to be established in regards to WHAT to measure.	Hiring a director of advancement has created first step for creating a measurable target. How much funding do we need annually to make this office sustainable. We need to keep this office running, and what is the target of the institution. IS there a cap for the institution that we want to identify -- how much funding can we practically and effectively implement and maintain. Many of the grants and funding that we've reported in the 14M is pending and hasn't been	Would it make sense to have sub-metrics for each areas? Do we need an alumni program and donations? Is it best for the advancement office to focus on grants, endowments, donations? We should prioritize the funding sources. We should break down a subcategory and prioritization for each category. alumni - 10% when it's just getting started; major donors - 30%; grants = 60%. There should be some priority and focus given to each category.
Michael Alexander	Table 9	Increase Number of Non-Credit Certificates	Yes	There is an error in the metric. It has been identified that we are currently offering non-credit certifications, and the metric indicates that in 2022 that we have a value of 0. We have met the goal, even though the slide is INCORRECT. The data in the graph is incorrect because it shows data for COMPLETED, while the answer that the graphic answers in the metric is "In progress". Is this metric for earned or offered. The metric is supposed to show offered not earned.	AB705 for ESL. decrease in credit level courses, which allows for more non-credit opportunities. IE needs to work with curriculum design to ensure that we have accurate representation for what is happening.	Do we need to include the high school district because they offer a lot of non-credit. We should also consider the implications of the PACE program.
Susan McDonald	Table 10	Increase Number of Partnerships with Middle Schools	Yes	We feel it is a reasonable metric. Perhaps in the future it will need to be adjusted.	Predominately Covid and and transition to distance education.	Ran out of time.
Susan McDonald	Table 10	Increase Number of Courses that Satisfy the CSU Ethnic Studies Requirement	No	If the graphic is correct, we met the goal. If the note result was correct, we did not meet the goal. Reaffirm the target.	N/A	Which result is correct, the note or the graphic?
Susan McDonald	Table 10	Complete Revenue Generating Development of Unused Land	Yes	Based on the information we have we feel like timelines and milestones are unknown so we are unsure.	Support for the planning office and priority set to develop the plan were positive internal actions.	Out of time.

Please choose your Table number.	Which metric are you reviewing now?	2022-23 Actions Brainstorm	Identify barriers to completing these actions.	Identify some of the offices/people that will need to be involved.
Table 2	Increase Percentage of Students Who Complete Transfer-Level Math & English in Year One	enroll students in their first year in English and Math. Realign course pre reqs to drive enrollment in English and Math Use registration planner automatically enroll in their first year Increase co req courses, increase embedded tutors and increase tutorial services in English and math. Provide resources expanding lending library or OER and ZTC courses. Access to computers and hotspots. Create non credit support courses. Create summer English Math summer booster programs. (develop summer scholar programs to include math), reassign faculty to help tutoring.	Funding and personnel. outreach and facilities. Enrollment, finding tutors.	Chris, Grants, library/tutoring, outreach A&R, District IT, Math and English Chairs, Deans
Table 2	Increase Student Volunteerism	Change Metrix to college awareness and student involvement. Which can lead to volunteerism on campus. Promote student gov, clubs build community through ASG and Club involvement. Create a community of belonging through involvement in social justice issues via classroom instruction. Ask students what they want. Social justice issues important to them. Involve students. Close equity gaps by providing resources to the students that need it most. Work collaboratively across campus programs to address equity gaps and advance social justice issues. Irradicate systemic barriers to academic and greater life successes	Finding a way of tracking involvement and capturing student voices. Campus buy in. Culture change. breaking down systemic barriers. Change district policies targeting systemic issues. Financial Barriers.	Faculty, Chris, campus community, IE, ASG, Clubs. Everyone. Increase staffing
Table 1	Increase the Percentage of Students Who Transfer to a Four-Year Institution	Stronger partnerships with university reps to pre-connect students. The idea of going away is still scary to students. Alumni association and events to connect students with university students. Increase connections from students who also transfer from community college students. Increase field trips to schools, college wide effort. Workshops should be introduced early to students. Utilize various faculty and club leaders to be involved. Application workshops to provide a time for applications. Faculty can include assignments for the applications so that students have a draft for transfer application.	Increase diversity and support for all students, OC is not as supportive to all groups. Equity gaps are highlighted in many areas but important to transfer students. Bring back students who have already transferred to university. Need more than transfer culture, need to help retain students at 4 year university. Summer bridge, help them identify support services at the university they are transferring too. Increase study abroad opportunities to students. Informing and allowing peer to peer conversations. Building self esteem in students early. One bad experience can send a student away but there are so many solutions. Expand development and partnerships and opportunities for students to develop personally. Build student support and student connections and support. Develop UC TAG specific from Oxnard College.	EVERYONE. UTC, ASG, Faculty Exit, STEM
Table 1	Close all Equity Gaps in Student Success Metrics	Equity plan to identify equity gaps, really small populations can sometimes be over looked by stats. Clubs can create relationship building, such as OMEGA for males, Black Student Union. Makes sure to promote various clubs to fit students needs and increase knowledge and awareness. Campus should promote and support student clubs. Look at data to identify gaps and create clubs. Does faculty teaching play a role, how does faculty performance increase retention. Faculty must consider students needs and be flexible when possible.	Faculty not being sensitive to gaps with students. Intentionality when looking at retention with faculty, identify faculty that would benefit from mandatory training. Union involvement can at times be needed to make sure training is provided. Provide good training that engage faculty so they are more likely to come back for training.	Everyone, Faculty, Academic Senate, ASG, Deans, Classified.
Table 3	Increase Percentage of Students Who Earn A Regional Living Wage	Define metric more precisely. Define focus of what living wage amount is? Is it regional, zip code based, or service area based?	No system to track students after completion. Developing more sophisticated first destination employment survey. Current lack of partnership with local employers. Is curriculum aligned with local employer needs and demand? Need forward thinking... what is the current need and what will the future require.	Career Center, OE Office, Center of Economic Research and Forecasting at CLU
Table 3	Increase Student Voter Participation	OC student will be trained by UCLA staff to promote voter participation. Bring back candidate forums for local election. Teach in for propositions. Have discussion on current topic with speakers debating topics. Working with local organizations that promote voter parti	Capturing data is a challenge. Vague metric. Need better definition of participation. Clarify what college community can do to encourage students to participate and vote.	Office of Student Development, James (marketing), Political Science faculty, ASG, library.
Table 4	Decrease Average Number of Accumulated Units Earned by Associate Degree Earners	When guidance for common course numbering from AB 1111 comes from the CCCCO, implement as soon as possible, this will result in decrease of units in some math and science courses, make sure every student has a 2 year comprehensive ed plan, fully implement Credit for Prior and educate faculty, students on its availability/where information is located, new online catalog, more videos on majors/programs embedded online,	Concern about reducing units, workload that will be created by implementation of common course numbering, many students starting college, especially 1st generation may have limited goals or unsure about majors or careers,	All faculty for AB 1111 plus all Curriculum staff, Counselors for Ed Plans

Table 4	Increase Number/Percentage of Equity-Focused Syllabi	<p>Purchase course syllabus program that interfaces with CIM and Banner so that a common template is used, information about student support services could be pre-populated</p> <p>Create rubric for measuring equity minded syllabi</p> <p>Evaluate all syllabi and suggest ways to strengthen those that fall short</p> <p>Workshops for faculty with best practices on equity-minded assignments, syllabi</p>	<p>Getting buy-in and funding for course syllabus program</p> <p>Getting all faculty to submit syllabi to their Deans as required</p>	<p>VPAA's office, Business Office for purchase, maybe district</p> <p>Academic Senate, Deans and Faculty for evaluation of syllabi</p>
Table 5	Increase Dual Enrollment/Special Admit Students	<p>Increase student engagement.</p> <p>How do we tap into OC alumni to engage their family in the process?</p> <p>It's a complicated system for the students.</p> <p>We should offer more in depth classes at high schools, and not general.</p> <p>AP credit may transfer different ways, while a CC class is guaranteed to transfer.</p> <p>Increase our Team to help students to fill out the forms.</p> <p>We should have a single person identified for articulation agreements with the high schools. This would help let them know that this is possible.</p> <p>Collaborate with ASBs from local high schools to give them more opportunities at the college.</p>	<p>Getting a bridge to get the students here.</p> <p>Dual Enrollment is a challenging process.</p> <p>Articulation agreements are with individual schools.</p> <p>Who can champion these initiatives?</p> <p>Access and accountability.</p> <p>Who is the instructor of record?</p> <p>The system itself.</p>	<p>The community</p> <p>Administrators</p> <p>Faculty</p> <p>Career Education- Shannon Trefts.</p> <p>A focus group to identify where students would benefit.</p> <p>Marketing.</p> <p>ASG</p>
Table 5	Increase Number/Percentage of Faculty Utilizing Inclusive Pedagogy	<p>Establish what is being measured.</p> <p>Establish how it's being measured.</p> <p>Define and create inclusive pedagogy and common standards.</p> <p>This should be fluid to meet the needs of entering generations.</p> <p>How do we step out of our silos?</p> <p>We should include students and find out what they want.</p> <p>How do we know we need that change?</p> <p>Starting the conversations is key such as one on ones with teachers.</p> <p>Safe space for faculty to discuss and brainstorm.</p> <p>Its difficult to have a conversation if they are not being receptive.</p> <p>Empower others who are equity minded to share their knowledge and make it known that we can all be more inclusive.</p>	<p>Professional development.</p> <p>Accountability.</p> <p>Measurement can be subjective.</p>	<p>Student Equity Committee</p> <p>Guided pathways pillars to have teams of people to support our faculty.</p>
Table 6	Increase Enrollment of Non-Traditional Age Students	<p>Identify marketing plan that focus on likely candidates. Develop partnerships where likely students are already working to promote within and grow a local and more expert workforce.</p> <p>Recognize CE often interests non traditional age students. Restaurants, Sober Living, IT, Automotive</p> <p>Market to the largest employers. Identify employer need and work closely. Identify workforce need. Create obvious crosswalk to campus certificate and degree that would address the workforce needs. Cobble with stackable certificates/degrees and needed skills like resume. Leverage the growing understanding of the need of local workforce to be cultivated locally. Struggle with housing cost. Concern of gentrification.</p>	<p>Whose job is this?</p> <p>How will these efforts be developed collaboratively?</p>	<p>Marketing</p> <p>Advancement and Community/Employer Relations</p> <p>CalWorks</p> <p>City of Oxnard</p> <p>Large employers/P-20 Council/Naval Base Ventura County</p> <p>Division/Departments working with campus guides-above to create those crosswalks and provide outreach to employers and community members</p> <p>Student workers/students</p>
Table 6	Increase the Number of Chancellor's Office Approved Credit Certificates	<p>Always considers who needs to be at the table.</p> <p>Marketing</p> <p>Dig into the data to discover what we don't know. Are students starting but dropping out or are they slowing their progress as a result of the pandemic.</p> <p>Utilize the PACE program as action research to discover how best to engage students in certificate programs.</p> <p>Identify how to support students. Take learning from mentoring programs or student worker programs to build a sense of community.</p> <p>CE program could hire a student worker to support with mentoring and community building through clubs.</p>	<p>Who is leading the effort?</p>	<p>Marketing</p> <p>PACE program</p> <p>Student worker leaders</p>

Table 7	Increase the Number of Local Associate Degrees	We can address Covid deficits in education. We can extend tutorial services to have students come to our campus and take some tutors into their high schools. Connecting students to departments that connects to major (STEM, clubs) to keep students to bond students together and builds resilient.	We need more data on increases in local degrees and how that affects the other numbers of degrees in AA-T or CTE degrees. Resources (money). The website could be a barrier if it's not updated. Canvas shells not available to students when creating clubs.	Tutoring office. ASG. Student clubs. Make website accessible to fill out applications for clubs. Have all info for clubs available on website. Have redundant sources of info (digital signage, ASG, website, Canvas). The college could work with clubs at local HS, and help do service work. Connect club memberships from HS to college. We need transfer ambassadors that are students.
Table 7	Increase Enrollment of International Students	Marketing, reciprocal relationships with colleges in other countries, video tour of campus.	International schooling process is complicated (visas) and not transparent. How will students know if their classes would transfer from other countries. Need proficient workers to guide students who have expertise in analyzing transcripts. Housing and transportation can be difficult too. International students cannot get financial aid.	Make website transparent. Marketing: We should consider targeting online DE to international students. Counseling/Admissions and Records: Analyzing transcripts needs to be seamless for international students. ESL classes would increase in size.
Table 8	Increase the Number of Associate Degrees for Transfer	Strengthen achievement of these metrics- - what can we do to increase? Every class needs to either visit the transfer center, or Letty needs to go to the class, or an online class option for students linked in their courses -more intentional activities with students and faculty in the specific major, peer to peer mentoring, bring alumni back, student graduate champions at the college (the transfer college) to mentor transfer students. -FYE student needs to opt in instead of making it available for all students. They'd need to opt out instead of opting in.	Declining enrollments Silo effect between counselors and faculty. Students don't understand that OC isn't the end, it's the first step. Lack of understanding about college steps and OC is the beginning of the step process to finishing. 100% of our students shouldn't be a goal because we have CTE courses. First Year Experience - institutionalize it so it's off of a grant and not general fund	All faculty: Instructional and non-instructional First step center A module in every course that introduces student services to students in ALL courses. Institutionalize all student services to visit all classes from all departments instead of people opting in. Create a culture of creating a module in courses that has a location for all of the announcements of events on campus happening. Create Announcement Time on campus where students know they are going to "hear" announcements.
Table 8	Increase Number of Non-Credit Courses	-Need community feedback -College campus needs to understand how it works and why it works that way. -El Rio is a feeder access to educational opportunity -Host an "Ask Oscar Hour" -Collaboration time with adult ed (closing the gap by connecting our students awareness to other non-credit agencies)	People don't know enough about non-transfer education on campus.	Faculty Ask Oscar Hour Collaboration time with adult ed (closing the gap by connecting our students awareness to other non-credit agencies)
Table 9	Increase Number of Non-Credit Certificates	OUHSD and not competing with their non-credit courses, because it's a good partnership work with instructional design and IE to make sure that we capture accurate requirements and data. - identify the disciplines that we want to highlight (ESL - might be tapped out) - possible good fits - office assistant (CAOT) - create a non-credit MS365 program to training our staff and faculty to learn about Sharepoint, teams, outlook and create a MS certification (non-credit) program. It could be a marketable certification that we could market to the community and other enterprise partnerships.	Staffing -- who is going to teach the classes? Growing new programs with low enrollment is difficult. Classes need to be canceled if they don't meet enrollment -- which turns into bad press about the program.	It would be ideal if one office handles all non-credit. If we centralize non-credit courses it would be easier to manage what programs we have and their effectiveness. This may create additional challenges with our partnership with OUHSD, or it may help to facilitate the non-overlapping with these programs. This would follow the model of SBCC, for example, and it would be different than PACE, because it wouldn't be in the community. PACE also offers a combination of credit-and-non-credit.
Table 9	Increase the Number of Students Who Complete 9+ Career Education Units in One Year	Currently, we have dropped 5.2%, likely because the number of students that are allowed in the lab/cohort was limited due to the class/lab size during the pandemic. It really depends on the program and the students allowed per cohort. We may not have the same restrictions on class size restrictions, dependent on what happens with the pandemic. Some of the highschools are focused on culinary art, and i think that we need to have a partnership with OUHSD to create a partnership. The CE dean would be able to establish and work with the highschools to create those partnerships. Formalize the partnerships with the college and the other stakeholders, like the high schools. We get money for achieving goals based upon the student funded formula. If we create a partnership and a pipeline, than there may be additional implications for student success and the funding formula.	On campus facilities for the programs, for example the size of the public safety building, auto tech, and culinary program. There is a maximum class size that we can have based upon the facility space and size. Limited outreach staff. and other staffing. We are hoping and wanting to grow programs with limited staff/faculty/ and facility space.	Outreach, deans over programs, OUHSD, partnerships.
Table 10	Increase Number of Courses that Satisfy the CSU Ethnic Studies Requirement	Keep writing curriculum	Need for more. ethnic studies faculty, no department whose focus is ethnic studies or ethnic studies department chair The length of time it takes for the development and approval process for curriculum approval should be shortened.	University Transfer Center, AO Shannon Davis, Faculty in Social Sciences, Curriculum Committee
Table 10	Increase Number of Partnerships with Middle Schools	More coordination or communication between departments. Support instructional departments who have outreach activities. Invite the whole family, not just students. Have translators available. Present in Spanish. Follow up with interested parties.	We need to break out of the Covid mindset.	Marketing, welcoming center, academic depts, admissions, everyone