Oxnard College Strategic Enrollment Management Plan 2024 - 2027

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I. Strategic Enrollment Management (SEM) Plan Purpose & Background

Oxnard College is a proud Hispanic Serving Institution (HSI) that serves over 75% Latine/Latinx students. Oxnard College is one of three colleges in the Ventura County Community College District (VCCCD). The VCCCD values strategic enrollment and supports each college's individual enrollment management plans, goals, objectives, and targets. The Oxnard College Strategic Enrollment Management Plan (SEMP) has been developed to integrate and align with the College mission, Student Equity & Achievement Plan (SEAP), and Educational Master Plan.

This SEMP includes action plans and activities to reach the established enrollment targets that should raise enrollments to pre-pandemic levels under the new Student-Centered Funding Formula (SCFF) and align with the California Community Colleges Chancellor's Office Vision 2030 framework. The purpose of Oxnard College's SEMP is to develop responsive, flexible, and financially responsible, data-driven enrollment management that guides schedule development and meets student/community needs.

II. SEM Guiding Principles at Oxnard College

In alignment with the college mission, Educational Master Plan (EMP), and the Student Equity and Achievement Plan (SEAP) the Oxnard College strategic enrollment management plan will be guided by the following principles:

- Student-centered decision making focused on providing student access, student equity and student success.
- Responsive and data driven schedule development.
- Commitment to local K-12 school districts in the service area to ensure access to post-secondary education.
- Commitment to academic and student support services that meet students where they are and guide them to persist and succeed.
- Dedication to and commitment to our diverse community through partnerships with local schools, universities, and industry partners.
- Focus on innovation in curriculum, modalities, technology and more to further student learning and achievement.
- Fiscally responsible and efficient use of financial, facilities, and human resources

III. Aligning SEM Plan to College Mission, Vision, & Values

Oxnard College's Strategic Enrollment Management Plan will be closely aligned with the College Mission, Vision, and Values.
The Oxnard College Mission states:
Oxnard College transforms lives by offering equitable access to multiple educational and career pathways. Our academic programs and student services prepare students to enrich their communities and to succeed socioeconomically, professionally, and personally.

The College mission of offering equitable access to multiple educational and career pathways is directly impacted by the strategic enrollment goals, activities, and strategies outlined in this plan.

The SEMP at Oxnard College is intricately woven into the fabric of the college's overarching mission. The SEM serves as a vital instrument to fulfill this mission. By ensuring equitable access to educational opportunities, the SEM plan aligns perfectly with the college's commitment to serving over 75% Latine/Latinx students, making it a proud Hispanic Serving Institution. It recognizes the unique needs of the student community it serves and strives to create a learning environment that is responsive to these needs.

The plan's focus on raising enrollments to pre-pandemic levels under the new Student-Centered Funding Formula and aligning with the CCC Chancellor's Office Vision 2030 framework demonstrates a commitment to delivering on the promise of student success and community enrichment. By increasing enrollments, the college can extend its transformative influence to a broader audience, providing more individuals with the tools they need to succeed.

The SEM Logic Model points to deliberate actions to increase FTES and enrollment, with particular emphasis on the Black/African American Community. The mission, vision and guiding principles (values) of Oxnard College directly align with the identified goals in the SEM. Guiding Principles two and four describe our intentionality as a college in creating a diverse, welcoming and social justice-minded community. The [Educational Master Plan](#) supports the guiding principles and the SEM by also including action steps for social justice and equity minded practices including deliberate outreach to the Black and African American community to increase access and success of Black students. Oxnard College is designated as a Hispanic Serving Institution, the surrounding community in the city of Oxnard is nearly 75% Latina/o/x. The SEM Plan calls for an increase in both dual enrollment and ESL as a method to increase FTES. These goals align with the mission, vision and guiding principles of Oxnard College. Specifically, in focusing on our own local community, the SEM lives into the Oxnard College vision to enrich communities and succeed socioeconomically, professionally and personally. Moreover, the SEM plan's emphasis on being responsive, flexible, and data-driven ensures that educational and career pathways are aligned with the evolving needs of students and the local community. This commitment to adaptability and financial

responsibility is a testament to the college's dedication to serving its students efficiently and effectively.

In summary, the SEM at Oxnard College not only complements the college's mission but is an essential vehicle for its realization. It is the bridge that connects students to equitable access, educational and career opportunities, and the chance to succeed on their unique journeys, in line with the college's commitment to transforming lives and enriching communities.

The Oxnard College vision states:
Oxnard College will be a model of state-of-the art education and training in the diverse communities we serve. We will foster the highest level of student success, advocate for a just and inclusive society, and be a valued community partner.

Oxnard College's Strategic Enrollment Management Plan (SEMP) will be a driving force toward achieving our vision. The college aims to be a hub of advanced education and training, promoting student success and advocating for justice, inclusivity, and community partnership.

The SEM plan goes beyond increasing FTES and focuses on developing an environment for student success. It ensures access to tailored education and career opportunities for the student population Oxnard College serves. The plan's commitment to equity aligns with the college's vision for a just society. Serving a majority Latine/Latinx student population with a focus on also developing access and success metrics for our valued Asian Pacific and Black student populations bridges equity gaps, offering quality education across the varied and shared backgrounds of our students. This focus on our own local community leans into the vision of Oxnard College and further enriches the Oxnard Community to succeed socioeconomically, professionally and personally.

By aligning enrollment strategies with community needs, Oxnard College will continue evolving into a valued community partner, enriching both the college and our communities. The SEMP will be the pathway to turning Oxnard College's vision into a reality.

Oxnard College's SEM plan stands as a testament to the alignment of our enrollment strategies with our [guiding principles]. Rooted in a "students-first approach," the SEM plan is dedicated to enhancing student's academic achievements and personal growth. The SEM plan actively fosters social justice and equity by striving to provide equitable access to educational resources, especially for underserved students. Additionally, the SEM plan adheres to the principles of civic engagement as Oxnard College prepares students to be active contributors to their communities while ensuring that our enrollment strategies are fiscally responsible and responsive to the needs of our communities.

To this end, the college has invested time and financial resources, including training of faculty to make inroads in the implementation of culturally responsive and relevant pedagogy and syllabi. Most recently, the college received funding to support the development of a Teaching & Learning Center/Resource Hub focused on professional development opportunities for faculty, staff, and students to increase their cultural proficiency.

IV. SEM Plan Relationship to Other College Plans & Processes

Oxnard College's Strategic Enrollment Management Plan (SEMP) will be closely tied to the college's Student Equity Plan (SEP) and Educational Master Plan. This is evident in the Strategic Enrollment Management Plan goals which align with the SEP goals. For example, the goal of increasing Black or African American student enrollment in the SEMP is purposely aligned with SEP.

Relevant SEP activities that impact enrollment growth of Black or African American students

The College will conduct an internal review to identify barriers to enrollment to facilitate a plan for solutions that address the enrollment of Black or African American students.

OC plans to facilitate focus groups with Black or African American students to identify what OC needs to do to increase sense of belonging, representation, and increase culturally relevant college wide practices. The College has recently hired Student Experience Experts in Institutional Effectiveness to receive training in conducting focus groups and to provide the student perspective in creating survey instruments as well as interpreting data from the student perspective.

Review disaggregated internal data to determine needs and identify local disproportionate impact and barriers for Black or African American students. We have continued to update our Program Review process and forms to lead faculty, staff, and administrators to review how their programs contribute to closing equity gaps among the students they serve. As a part of the program review process, we are discussing ways to support faculty and staff in interpreting equity data and further developing high impact equity minded practices for programs and offices across campus. Instructional faculty are examining retention and success rates with specific attention to age, gender, race/ethnicity demographic data, and modes of instruction. Instructional faculty are asked to analyze any student populations underrepresented in their retention rates and reflect and report on plans and actions to address disproportionate retention, success, and enrollment rates.

The College will contact local organizations with members of the Black or African American community and inquire if they are willing to accept visits from Oxnard College to discuss higher education and Oxnard College resources with their members. The College has been attending Juneteenth and the local Multicultural Festival to engage with the community.

Additionally, our OC EOPS has successfully collaborated with a local radio station, FM 99.3 KJBU to produce the student led, faculty overseen EOPS Highs and Lows Podcast. KJBU is a community-based radio station whose programming addresses the educational, informational, cultural, economic advancement, and entertainment needs which have been neglected by commercial broadcasters. They serve as a community development and empowerment radio station providing a reliable multi-platform media

communications outlet for the community of Oxnard, Ventura County, the Central Coast, and surrounding broadcast areas. The EOPS podcast covers issues relevant to student success with themes of resiliency while engaging with students, alumni, faculty, staff, and administrators.

Review college data related to financial aid practices, non-payment status and payment plans that may be an impediment for enrollment for Black or African American students.

Review of onboarding practices that may be an impediment for enrollment for Black or African American students. This includes working with Black or African American prospective and current students to learn about their experiences.

Host culturally relevant events to invite the Black or African American community to OC to learn about the educational opportunities available and then providing a way for the College to follow up with the students to encourage enrollment.

Explore HBCU pathway opportunities as an opportunity to encourage enrollment that may lead to transfer. The University Transfer Center is building relationships with HBCU's and invites colleges to our annual transfer fair.

Explore providing professional development that provides awareness to the diversity and intersectionality that exists among Black and African American students that can be addressed to support enrollment.

Lastly, the SEMP will be a regular agenda item for the College Planning Council (CPC) which receives recommendations from all participatory governance committees and ultimately makes recommendations to the college president. Having the SEMP on the agenda regularly at CPC will ensure the SEMP will remain relevant and that the goals and activities will remain a priority on college planning.

V. Current Enrollment and Persistence Data

Oxnard College's current enrollment and persistence data will impact the strategic enrollment plan goals and targets. The data provided below is as of Fall 2023. The goal for Oxnard College, and the Ventura County Community College District, is to return to pre-pandemic (academic year 2019-2020) enrollment numbers. During that academic year Oxnard College's Full-Time Equivalent Students (FTES) was 2,428 for Fall 2019 and 2,186 for Spring 2020. Additionally, OC's headcount was at 7,700 in Fall 2019 and 7,060 for Spring 2020. At that time, Oxnard College was the only college in the district experiencing growth and fortunately, since Spring of 2023, the college is once again experiencing enrollment growth. The data below demonstrates our FTES, headcount and persistence rates over the past 4 years. This data will be used to set attainable and ambitious enrollment target for the college.

Table 1. Historical and current FTES by term

	Academic term								
	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
Counts of FTES	2428.5	2186.0	2127.6	1939.0	1926.0	1695.0	1914.0	1865.0	2122.8

Table 2. Historical and current unduplicated headcount by term

	Academic term								
	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023
Unduplicated counts of students	7,700	7,060	7,198	6,805	6,653	6,135	6,540	6,553	7,198

Table 3. Fall-to-fall persistence rates for first-time students*	
Fall-to-fall persistence rate	
Cohort	Persistence Rate
Fall 2018	53%
Fall 2019	49%
Fall 2020	57%
Fall 2021	61%
Fall 2022	62%
*Students who graduate are excluded from the denominator	

Enrollment/Headcount (as of December 2023)				
By Academic Year	**Black or African American Enrollment**	**Dual Enrolled**	**ESL-Credit**	**ESL-Noncredit**
	Unduplicated	**Unduplicated**	**Duplicated**	**Duplicated**
2023-2024 (to date)	195	1423	144	501
2022-2023	320	1665	242	650
2021-2022	338	1291	145	282
2020-2021	361	1234	244	272
2019-2020	352	1137	252	228
2018-2019	416	874	214	0

Enrolled/Headcount (as of December 2023)				
By Term	**Black or African American Enrollment**	**Dual Enrolled**	**ESL-Credit**	**ESL-Noncredit**
	Unduplicated	**Unduplicated**	**Duplicated**	**Duplicated**
Fall 2023	121	500	144	420
Summer 2023	74	923	0	81
Spring 2023	128	582	130	295
Fall 2022	116	420	112	318
Summer 2022	76	663	0	37
Spring 2022	134	447	56	106
Fall 2021	137	385	89	153
Summer 2021	67	459	0	23
Spring 2021	130	429	88	109
Fall 2020	147	387	137	109
Summer 2020	84	418	19	54
Spring 2020	135	415	108	113
Fall 2019	145	338	132	115
Summer 2019	72	384	12	0

Spring 2019	154	333	120	0
Fall 2018	175	250	94	0
Summer 2018	87	291	0	0

VI. SEM Plan Goals and Activities

The Oxnard College Strategic Enrollment Management Plan (SEMP) has set multiple enrollment goals for the college and are outlined further in this section along with planned activities to reach those goals. Strategic Enrollment relies on collaboration and planning with colleagues from across the college with the common purpose of increasing access to our college courses and programs.

SEMP Goal 1:
Increase number of students who apply and then enroll by 10%

SEMP Goal 1 Activities:
- Follow-up calls and text messages to applicants who have not yet enrolled from college staff (including peer mentors) asking if they have any questions or if they can refer them to available services on campus
- Targeted mailers to applicants about financial aid, OC Promise, Program for Accelerated College Education (PACE), and registration information
- Regular advertisements on social media and radio promoting Oxnard College
- Increase and promote high school visits – specifically, application and registration support for exiting seniors. Include peer mentors on these visits to help promote specific programs and services.
- Collect high school student contact info for future targeted outreach.
- Continue to host the Family Festival to promote Oxnard College, our programs, services, and campus community.
- Continue to enhance and strengthen OC's reputation as an award-winning career education and transfer pathway higher education institution.
- Develop and distribute (locally and externally) a college newsletter promoting upcoming events, programs, services, and highlight stories about current students, faculty, and/or staff.

SEMP Goal 2:
Increase enrollment FTES by 7% annually

SEMP Goal 2 Activities:
- Contact students with holds and inform them we can cover fees if they register (if funding is available)
- Develop variety of pathways/ maps available to students/ community as a FT OR PT student (include certificate programs in pathways)
- Continue to promote PACE on social media, radio and more.
- See activities for Dual Enrollment goal.
- See activities for ESL goal.
- See activities for persistence rates.

- Continue to host the Family Festival to promote Oxnard College, our programs, services, and campus community.

SEMP Goal 3:
Increase enrollment of black/African American students by 10%

SEMP Goal 3 Activities:
- Survey and/or interview, focus groups of current students. Analyze data and develop plan to provide affinity-group targeted social engagement that promotes cultural wealth and belonging.
- Connect with and participate in the Oxnard Union High School District's (OUHSD) Black African American Educational Advisory Committee (BAAEAC) meetings.
- Connect with and present to Black Student Union meetings at local OUHSD partner schools.
- Support and encourage current students to develop a local Black Student Union.
- Work with college leadership on becoming an UMOJA affiliated college.

SEMP Goal 4:
Increase ESL enrollment by 8%

SEMP Goal 4 Activities:
- Connect with Spanish speaking parent groups/community groups to promote ESL courses/program.
- Continue to promote ESL courses/program with local school district partners.
- Continue offering ESL courses at off-site locations in the community and expand where possible
- Develop and deliver local Spanish language advertisements on social media, radio, and more.

SEMP Goal 5:
Increase dual enrollment by 8%

SEMP Goal 5 Activities:
- Collaborate with new Dual Enrollment Director at the Ventura College Community College District Administrative Center to identify how to expand our dual enrollment offerings at our local school districts.
- Oxnard College dual enrollment coordinator will collaborate with deans and school district partners to assess dual enrollment offerings and potential areas of growth.
- Develop Dual Enrollment Plan and MOUs with neighboring schools 2-3 years in advance.
- Collaborate with Ventura County Office of Education (VCOE) on plan to staff growing number of dual enrollment offerings at partner school district sites. Interested VCOE faculty will need to meet our state approved minimum qualifications and they will need to complete our standard faculty recruitment process.

- Increase and promote high school visits – specifically, application and registration support for interested students. Include peer mentors on these visits.
- Provide easily accessible "how-to-videos" on our dual enrollment website to show students how to complete the application and registration process.

SEMP Goal 6:
Increase persistence from Fall to fall by 5% annually

SEMP Goal 6 Activities:
- Work with faculty to promote available student resources to help students persist in their syllabi, Canvas announcements and more.
- Promote/advertise available resources to all current students through social media, email, text alerts at key intervals throughout the semester.
- Develop, plan and coordinate a mid-semester, 1st year student event/week to celebrate and educate students to help and promote persistence.
- Increase number of events with free food for students to gather and meet their peers in a safe and welcoming space to promote campus community
- Review early alert process from instructional faculty perspective and identify areas for training and areas for improvement, if possible.
- Increase number of faculty using cultural relevant pedagogy and responsive syllabi through regular and continued professional development.
- Enhance peer mentoring services and increase utilization of peers mentors in promoting academic and student support services
- Update and promote Program Maps to students and enhance accessibility to maps online
- Continue hosting Student Services Fairs each primary term in the day and evening for students to become familiar with what is available and to meet their peers.
- Develop and distribute (locally and externally) a college newsletter promoting upcoming events, programs, services, and highlight stories about current students, faculty, and/or staff.

VII. SEM Plan Assessment Process

The SEM Plan assessment includes regular updates, an annual assessment, and review by constituent groups to assure the plan is integrated into college planning and decision making. A clear and concise dissemination plan will provide the foundation for successful implementation to increase student enrollment and success.

The college has a College Planning Council (CPC) which supports and advances the mission, vision and values of the college by providing guidance and recommendations to the college president on the development of institutional policies, planning, processes and all participatory governance matters. The CPC serves as a college-wide planning and communication forum by reviewing recommendations from all participatory governance committees. The CPC promotes collegial dialogue and ensures inclusive and equitable participatory governance structures and operations.

At CPC, the Strategic Enrollment Management Plan (SEMP) will be a regular, standing agenda item. The SEM Implementation team (still being formed, names will get included here) will report on progress made towards the goals and objectives of the SEMP on a monthly basis. The team will also listen to questions and integrate relevant information into the activities of the plan, as warranted. In February, an annual assessment draft will be provided to CPC that includes a review of the goals/objectives, the need to revise/update progress, and a review and analysis of overall college enrollment. The annual report will then be finalized and presented to CPC in March, shared with the Executive Council, and disseminated at the Spring Planning retreat to be used for the following year's development of college goals and objectives.

During the year, CPC and the Implementation team will send regular updates to the Executive Council for regular review. Members of the Executive Council will distribute the information to their representative groups. For example, Academic/Classified Senate Presidents sit on the Executive Council and will bring regular updates to the official meetings of the Academic/Classified Senate. Students are involved in CPC and the spring retreat, thus ensuring student input and student voices will be included in all aspects of the SEMP.
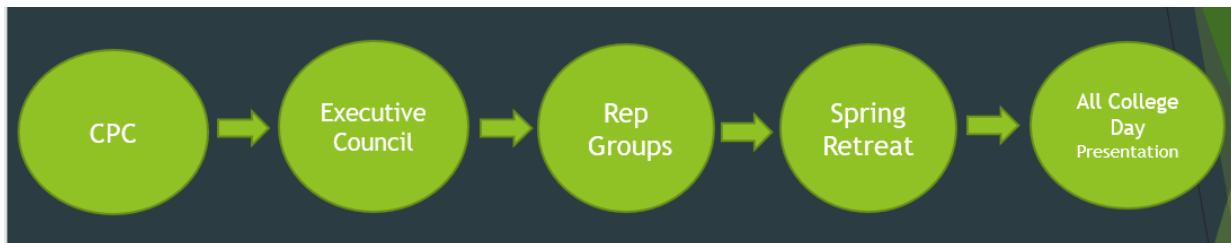
VIII. Schedule & Enrollment Tracking, Decision Making

The schedule of classes will be thoughtfully developed by department chairs and deans and utilize enrollment data from previous terms, program maps and department/discipline scheduling matrices. Additionally, deans will also consider potential growth targets and community partnerships when developing the schedule and number of sections to offer.

Department Chairs will work with their Deans to best meet students' needs by initially proposing a core schedule of classes, where additional sections may be added during student registration through the start of classes, based on student demand. Deans and Department Chairs will use historical enrollment data to determine the first draft of future schedules by utilizing Tableau, Civitas, and/or Banner reports for historical data.

Overall, the goal is to achieve 80-85% fill rate (*defined as the percentage of available seats in scheduled sections that are filled*) as a college. Some departments may have lower fill rates than others, but this will be the cumulative target fill rate. Additional class sections may be added once the section offerings reach full capacity, based on student need, faculty availability, facilities available and other determining factors.

The schedule of classes should include courses offered in multiple modalities, day, and evening courses, and multiple full-term and short-term (8-week, 12-week, and 16-week) options. Additionally, the final schedule should require minimal changes if planned with careful consideration to the impact on students' following services/programs:

- Financial aid awards
- Veteran's services
- EOPS services
- EAC services
- Athletic eligibility

The schedule of classes will be published prior to the student registration appointments dates being available to students (at least 30 days before the start of the following term). This will allow students to plan their schedule in advance and add courses to their shopping cart in Registration Planner. Ensuring the schedule is published timely will also allow counselors to meet and advise students.

Counseling Faculty will also compile a list of classes that OC students have requested but are either not being offered or not offered in a modality, or day/time requested. Counselors will share this living document (saved in SharePoint or other online format) with Deans to help inform potential changes to the schedule. This list will be most useful early in the registration period.

Enrollment Tracking

Deans will monitor division enrolments and work with their department chairs on class additions, class cancellations, and strategies to best support student access and completion. Deans will consider additions to the schedule as classes fill and will monitor the need for cancellations beginning four weeks before the start of the semester or term. Deans and Department Chairs will share with their faculty colleagues the goal to strive to achieve an overall 80-85% fill rate in their discipline schedules.

Credit (non-capstone) classes – should reach at least at least 15 students or 50% enrollment (e.g., ~13 out of 27) by the start of the semester or term to remain active. Some exceptions may be considered/merited for career education courses, courses for specialized populations such as Honors, English as a Second Language, or intercollegiate athletics. These case-by-case situations will be addressed by the Vice President of Academic Affairs in collaboration with Department Chairs and Deans.

Capstone credit classes - should reach at least 40% enrollment (e.g., 14 out of 35) by the start of the semester or term to remain active. Some exceptions may be considered/merited for career education courses or courses offered only once per academic year and necessary for program completion. These case-by-case situations will be addressed by the Vice President of Academic Affairs in collaboration with Department Chairs and Deans.

Noncredit CDCP and Dual Enrollment classes - should reach at least 15 students or 50% enrollment (e.g., 12 out of 24) by the start of the semester or term to remain active. Some exceptions may be considered/merited for classes offered for the first-time at an off-site partner location. These case-by-case situations will be addressed by the Vice President of Academic Affairs in collaboration with Department Chairs and Deans.

New classes and programs, and/or new delivery modes (such as HyFlex) or educational sites, may be exempt from the enrollment percentages referenced above in order to help build and sustain the evolving program/mode/site.

Every effort will be made to cancel courses in a timely manner to allow students to find alternate options to satisfy pathway requirements. Course cancellations will be made by Deans in consultation with Department Chairs. The decision to cancel class sections will be based on multiple factors that may include (but are not limited to):
- Number of students currently enrolled in that section.
- Availability of other sections of that course.
- If the course is a capstone course and required for students to complete a degree or certificate.
- If the course is required for transfer.
- Past enrollment trends demonstrated likelihood of the course reaching a minimally acceptable enrollment closer to the start of the semester.

After registration has begun, additional courses are added to the schedule as deemed necessary, based on student demand with consideration of available resources (e.g., instructors, facilities).

Class cancellations are communicated by the Dean's office to students through email, and by phone if necessary. Students are informed about available alternatives to their cancelled class as well as prompted that a cancellation may impact their financial aid status, and that questions should be addressed to the Financial Aid office. Department Chairs and/or Deans notify impacted faculty and staff of course cancellations whenever they occur. When cancellations occur less than 3 weeks prior to the start of the semester, the Dean will notify the following offices in addition to notifying the students and instructors impacted:

- General Counseling
- EOPS
- Financial Aid
- Admissions & Records
- Veteran's Affairs
- EAC