2021 – 2030 Educational Master Plan

Oxnard College: Transforming Futures

OXNARD COLLEGE
4000 South Rose Avenue, Oxnard, CA 93033

TABLE of CONTENTS

MISSION, VISION, and GUIDING PRINCIPLES 3

OUR MISSION 3

OUR VISION 4

OUR GUIDING PRINCIPLES 5

LETTER FROM THE PRESIDENT 7

ASSUMPTIONS 12

THE EDUCATIONAL MASTER PLAN as a LIVING DOCUMENT 14

OVERVIEW of our EDUCATIONAL MASTER PLAN DEVELOPMENT 14

IMPLICATIONS for TECHNOLOGY and FACILITIES PLANNING 17

EDUCATIONAL MASTER PLAN TEN-YEAR GOALS and OBJECTIVES 20

ENHANCE STUDENT SUCCESS 20

STRENGTHEN ACCESS TO EDUCATIONAL OPPORTUNITY 21

ADVANCE SOCIAL JUSTICE AND EQUITY-MINDED PRACTICES 22

PROMOTE THE COLLEGE'S REPUTATION 23

STRENGTHEN THE COLLEGE'S FINANCIAL FUTURE 24

CERTIFICATION

This document is the **Oxnard College Educational Master Plan for 2021-2030** that has been agreed upon by the undersigned Academic Senate, Classified Senate, Associated Student Government, and administrative representatives of Oxnard College.

5/10/2021

College President – Luis P. Sanchez, JD, LLM — Date

5/10/2021

Academic Senate President – Dr. Amy Fara Edwards — Date

5/10/2021

Classified Senate President – Amparo Medina — Date

5/10/2021

Associated Student Government President – Lorena Ortiz — Date

MISSION, VISION, and GUIDING PRINCIPLES

OUR MISSION

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.

MISSION, VISION, and GUIDING PRINCIPLES

OUR VISION

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.

OUR GUIDING PRINCIPLES

These guiding principles reflect our values. They are the foundational landscape from which all our efforts emerge. As with a physical landscape, the state of our foundation is dynamic—changing with the environment. In order to preserve its vitality, parts of our landscape require attention and renewal from time to time. In this Educational Master Plan (EMP), we have set renewal goals for several of our guiding principles. We affirm our commitment to these principles by this renewal.

In order to optimally serve our students, we commit to:

1. **A students-first approach.** Our decisions will be primarily guided by what is best for the students we serve. Our efforts will support students' achievement of their academic goals, and enhance their interpersonal skills and professional competencies.
2. **Social justice and equity.** Acknowledging the historical context of exclusion in higher education, we accept the responsibility to make our college a model of access and inclusivity. We will:
   a. cultivate a welcoming culture that recognizes the advantages diversity brings to our classrooms and offices,
   b. harness our experiences as a Hispanic Serving Institution to equitably deliver resources and support to all underserved and marginalized students, and
   c. empower all underserved populations to achieve their full potential.

3. **Civic engagement.** We recognize the responsibility to prepare students to become active and constructive participants in their communities and in our democratic republic. So, we will encourage and model civic engagement.
4. **Environmental Stewardship.** In our planning, operations, and programs we will be thoughtful stewards of our environment.
5. **Safety and Wellness.** We will continue to foster a safe, secure, and healthy environment.
6. **Fiscal stewardship**. We will be prudent in our management of the college's fiscal resources in order to maximize their service to students.
7. **Excellence.** We will build data-informed self-reflection, evaluation, and improvement into everything we do on a continuing cycle. We will promote innovation by:
    a. encouraging experimentation and creativity in our instruction, services, and operations,
    b. promoting professional development for faculty and staff, and
    c. aligning our curriculum with new and emerging knowledge and technologies to ensure students are prepared to participate in the rapidly changing world.
8. **Collaborative and transparent leadership.** To improve our services and build a more prosperous community, we will engage a diverse range of voices from both within the college and around the community. We will consult with stakeholders before making significant decisions and we will be transparent about the decisions we make.

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.

[1] Hispanic Serving Institution is a U.S. Department of Education designation for eligible institutions of higher education with enrollment of full-time equivalent student that is at least 25% of Hispanic students.

LETTER FROM THE PRESIDENT

I can't imagine a more fraught moment in which to plan the next ten years of Oxnard College's direction. As I write this introduction, we are still in the midst of a global pandemic that has turned our world upside down. The pandemic has, in turn, devastated segments of our economy, derailing the educational journeys of many of our students. Our nation and planet are reeling from an epidemic of racism, nativism, and authoritarianism unleashed, culminating too often in the murders of Black lives, such as that of George Floyd, Breonna Taylor, and Ahmad Arbury. Climate Change is wreaking disasters in the form of hurricanes, wildfires, and flooding. And though we may have had a short respite from the regular instances of mass shootings we were experiencing before Covid-19, it is clear that the problem of violence and assault weapons must still be curbed. But these dark clouds are not all that we see. There are rays of light penetrating them. Those rays include the increased distribution of the Covid vaccine, and the election of a kind and upright new president who is pouring substantial federal resources into higher education, and whose wife is, perhaps not coincidentally, a community college educator.

So I would ask: how could we NOT re-examine our college's direction in light of all of those seismic shifts in our landscape? While our mission remains steady---and

arguably more important than ever—this landscape will surely affect how we execute that mission. **This Educational Master Plan (2021-2030) represents our best assessment of how to optimally execute our mission in light of the landscape described above.**

And then there is the local landscape. Since Oxnard College adopted its last Strategic Plan (2018-2023), it has gone through a challenging leadership transition. Within a period of several months in 2019, our college abruptly lost its president and vice president of academic affairs, followed shortly thereafter by its vice president of business services, its dean of institutional effectiveness, and its academic senate president. The college has new leaders in almost all of its senior positions. Historically, our college has sometimes been eclipsed by the shadows of our older and larger sister institutions, Moorpark College and Ventura College. But Oxnard College, since it first opened its doors officially in 1975, has proudly and effectively served some of the most underprivileged, first-generation college students in America, including the sons and daughters of immigrant farmworkers. We have helped to transform their lives, lift the trajectories of their families for generations following, and brought increased prosperity and enrichment to our community. **We, frankly, think our story has not been well told, and we are determined to tell it better.**

But we are also determined to strengthen the programs and services that need improvement. To do so, **we are relying on Guided Pathways as our basic framework for improvement. And we are aligning our goals with California's Vision for Success.** We recognize that we will likely be challenged by limited resources, as we always are, but we are

determined to till the soil and plant the seeds of our restoration now, so that our students may begin to reap the harvest of those efforts when the economy rebounds. For instance, strengthening our college's financial future requires that we plan how to institutionalize grant development capacity, how to optimally leverage our undeveloped land holdings, and how to attract international students to our campus.

Moreover, we have consciously adopted a goal of "social justice" that embraces equity, anti-racism, civic engagement, and environmental stewardship as its components. While we were initially wary of adopting a goal that is hard to measure empirically, we concluded that to NOT embrace a goal of social justice was irresponsible, and we have tried to identify SMART objectives for each component.

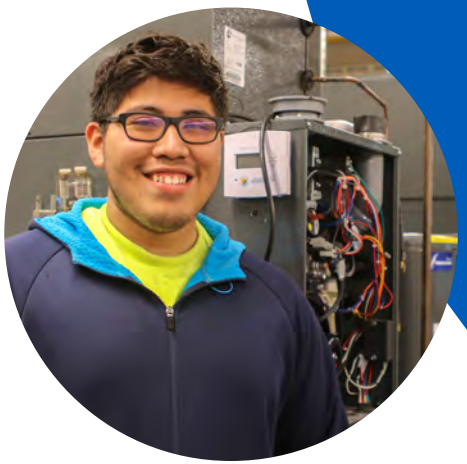
The conceptualization for this Educational Master Plan began around May of 2019, shortly after I stepped in as Acting President of Oxnard College. In reviewing all of the key college documents, I noticed that **the Strategic Plan referenced an expired Educational Master Plan that needed to be revised.** We then applied for, and received, an IEPI grant, with two focus areas: enrollment management and integrated planning. We had initially anticipated holding a Planning Retreat in April of 2020, but the Coronavirus had other plans, so we moved our Planning Retreat to late September, to be held virtually.

Prior to holding the Planning Retreat, we held dozens of conversations at Executive Council, conducted two all-campus surveys, initiated and revised an environmental scan, and received feedback from the Academic Senate, the Classified Senate, and the Associated Students. We also

synthesized reports from all programs and departments about their own goals and needs, before we finally felt ready to draft our college's main goals and a new Mission, Vision and Values Statement. The Planning Retreat held on September 25, 2020 comprised a large virtual assembly of faculty, classified staff, students, and administrators, as well as several community members. Most of the groundwork for the Educational Master Plan had been laid, so the Retreat represented an opportunity for stakeholders to make additional suggestions or raise unanticipated concerns before the formal adoption of our EMP.

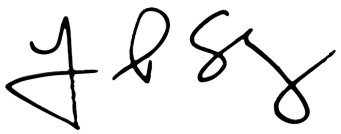
We recognize that it is inherently risky---perhaps even presumptuous---to try to peer ten years into the future. But we also think it is irresponsible to NOT try to look ahead and make short-term as well as long-term plans to the best of our ability. Our nation would never have sent men to the moon, nor would the pyramids have ever been built, if human beings had not been willing to plan ahead. "Where there is no vision, the people perish", it is said. **However, none of these plans are intended to be intractable.** When conditions change, our plans must change. So we intend to visit this document every year, and ask ourselves whether the plans still make sense, whether we are making headway against our goals, and whether there is a need for course correction.

Finally, there are many individuals to thank for this document. I would begin by thanking Dr. Amy Edwards, president of the Academic Senate, and Amparo Medina, president of the Classified Senate, who worked with us at every step of the way to make sure that this Plan had the



robust input of faculty and classified staff. I would also like to thank Lorena Ortiz, president of the Associated Student Government, and Gaby Rodriguez, Student Affairs Coordinator, who helped us ensure that student voices were amply represented in this Plan. I want to also thank our three Vice Presidents: Chris Renbarger, Dr. Art Sanford, and Dr. Oscar Cobian, who put up with my tedious obsession with this Plan from the time I started at Oxnard College and who contributed mightily to its evolution. And my greatest appreciation goes to Dr. Keller Magenau, our Dean of Institutional Effectiveness, James Schuelke, our Director of Outreach and Marketing, and Karla Banks, my exceptional Executive Assistant (and formidable chess adversary), who did most of the heavy lifting to put this Plan in place. I recognize that I am privileged to lead a very special college in the company of exceptional colleagues, all of us bound by the profound mission of helping our students fulfill their dreams. May this Plan guide us in that mission wisely.

My best,



JD, LLM President
May 1, 2021

ASSUMPTIONS

This Educational Master Plan was developed following a systematic study—environmental scan—of internal and external conditions that will shape our future. The Office of Institutional Effectiveness collected trend and forecast data on economic and labor forces, as well as enrollment and transfer trends. With senior leadership, IE developed an analysis of our strengths, weaknesses, opportunities, and threats (SWOT). Some key findings are summarized below.

As with California as a whole, much of Ventura County will experience population declines. And while the City of Oxnard is uniquely projected to see population growth, it is primarily among Hispanic adults ages 28-35 where those numbers will rise. Our current enrollment demographic is largely traditional-aged Hispanic students (age 19-24), graduating from one of four local high schools (Channel Islands, Oxnard, Pacifica, and Hueneme). Countywide projections show numbers of high school graduates in decline. **These data suggest that we need to cultivate college-going interest in a larger percentage of traditional aged students in our area, expand our efforts to attract older students, and expand into new markets in order to maintain or grow enrollments.**

In the region's industries, jobs that both project growth and offer a regional living wage require some college education. Many of the most promising jobs will require at least a Bachelor's degree. Employers seek employees with technical knowledge and skills, and advanced communication skills. Among adult residents in all age

categories, the percentage who complete high school and enroll in college is increasing, but remains below the national average. For Oxnard residents to be competitive in the job market and earn a living wage, they will increasingly require higher education. Data indicate that our residents remain underprepared for college and transfer-level English and Math. **To provide educational access and opportunity to our residents, we will need to expand educational partnerships to help prepare residents for college.** Additionally, while we have dramatically increased the numbers of students who complete an Academic Degree for Transfer, the percentage of students who successfully enroll in a four-year institution remains lackluster. **To better prepare those students whose goal is to transfer, we will need to improve our efforts to prepare students to be transfer ready.** This cannot be the purview of a single office, but will need to be a campus-wide effort.

Lastly, crisis management is no longer a rarely used activity. For example, in just the last three years alone normal operations in the Ventura County Community College District have witnessed dramatic disruption from fires, a mass shooting, and a global pandemic. As the pandemic in particular has shown us, our operations and learning environments need to be flexible and capable of providing continuity in the face of disruption. The likelihood that we will see continued need for efficient remote operations and quality online learning opportunities will require capacity building. **Meeting the equity mission of the community college will require we mitigate against the growing digital divide. To strengthen our capacity to weather crises, our college needs financial stability and strength, transparent and collaborative leadership, and strong community partnerships.**

[2] The Oxnard Union High School District will open a new high school on Rose Avenue. Del Sol high school, expected to open in Fall of 2023, will join the list of schools in our traditional enrollment demographic.

THE EDUCATIONAL MASTER PLAN as a LIVING DOCUMENT

A master plan is only useful if people refer to it, act upon it, and update it when necessary. **This document is intentionally lean to encourage its use in decision-making and action across the campus.** The EMP will be our guidebook in integrated planning. In our annual program review process, programs will describe how their plans and activities align with EMP goals and objectives. Resource allocation decisions will be made with reference to EMP priorities. Our newly-established College Planning Council will review progress toward our goals and objectives twice yearly, and will report on our progress each year at our annual spring retreat. At that retreat, we will receive regular input from our community partners and campus-wide constituency groups to ensure that our course is still relevant and we are making progress in the direction of our goals.

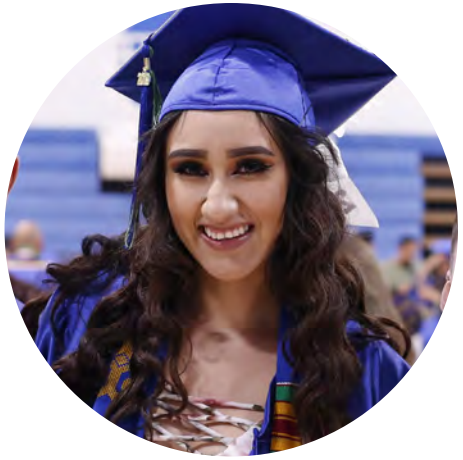
OVERVIEW of our EDUCATIONAL MASTER PLAN DEVELOPMENT

This Educational Master Plan represents a collaboration among stakeholders across campus and in the surrounding community. To begin the process, the president asked the Office of Institutional Effectiveness (IE) to initiate two all-campus surveys, and develop an environmental scan. Following a review of findings from these efforts, Executive

Council conducted a SWOT analysis, and engaged in weekly dialog to develop an initial draft of our EMP strategic direction and goals. Executive Council includes the president, vice presidents, academic and classified senate presidents, dean of IE, and marketing/outreach director, as well as the president's executive assistant. The President's Council, whose membership consists of all campus managers and supervisors, provided initial input of the draft goals and a revision to our mission, vision, and guiding principles. Then, in preparation for our planning retreat, a revised draft was distributed widely across campus, including to executive management, deans, managers, and supervisors; department chairs and faculty coordinators; academic and classified senate officers and student government officers. We also distributed the draft to our community partners who were invited to our planning retreat. Those community stakeholders were from education, county and city government, local employers, the Oxnard College Foundation Board, and VCCCD Board of Trustee members.

[3] Our Environmental Scan and Key Performance Metrics are published as separate documents from this EMP.

On September 25, 2020 we held our annual planning retreat. The retreat was held virtually, after its postponement in April due to the Coronavirus pandemic. At the virtual retreat approximately 60 people from across campus and from the larger community participated in virtual breakout and report-out sessions to provide both verbal and written feedback. Following the retreat, IE synthesized input from all constituent groups and developed a rough draft of the EMP for wide distribution. In November and December, governance committees and councils reviewed this post-retreat draft and made requests for revisions. These included Academic Senate, Classified Senate, Associated Student Government, the College Planning Council, Campus Use, Development and Safety Committee, Technology Effectiveness Committee and Dean's Council. Also in December, the Office of Marketing and Outreach held two campus town halls, one for students and a second for employees, in order to gather additional input. Following direction from committees, councils, Executive Council, and incorporating notes from the town halls, IE made additional modifications. **The final draft was approved and is herein certified by President Luis P. Sanchez, Academic Senate President, Amy Edwards, Classified Senate President, Amparo Medina, and Associated Student Government President, Lorena Ortiz.**



IMPLICATIONS for TECHNOLOGY and FACILITIES PLANNING

In November and January, members of our Campus Use, Development and Safety Committee (CUDS) and Technology Effectiveness Committee (TEC) discussed how the EMP will impact technology and facilities planning. Each committee generated a list of priority items that will ensure that planning for technology and facilities is in alignment with EMP goals. Below are samples from their priority lists.

Facilities priority items:

1. Excellent teaching facilities (classrooms, labs) – connects to Mission, Guiding Principle 1, Goals 1-4

   - State-of-the-art where possible
   - Fully accessible and useable (students, faculty, and staff)
   - Safe for evening and weekend teaching
   - Well-maintained

2. Community-friendly campus – connects to Vision; Guiding Principles 2, 3, 4; Goals 2, 3, 4

   - Inviting campus perimeter and border with the community
   - Place of beauty: green space, plantings
   - Infrastructure to support community use of campus
   - Representation of community identity/history (via design, decision-making, campus use)

3. Facilities and grounds plan that ensures safety, accessibility and wellness – Guiding Principles 4, 5; Goal 3

- Well-lit grounds and buildings with security features (cameras, callboxes)
- Commitment to environmentally beneficial building methods
- Commitment to environmentally beneficial grounds maintenance

4. Facilities to support envisioned program development – President's Letter, Assumptions, Goals 1, 2, 4

- Increased enrollment
- Development of un-used land
- International students

5. Balancing aspirational goals with financial support strategies – Principle 6, President's Letter, Goal 5

- Include recommended financial support strategies in FMP
- Link financial support strategies to specific projects

Technology priority items:

1. Ensure all students have access to required technology to participate in a rapidly changing world by having technology readily available for each student—Mission, Vision, Guiding Principles 1, 7c, Goal 1
2. Maintain and refresh existing technology to keep our resources up to date and allow efficient working conditions— Guiding Principle 7c

3. Survey and review students' needs to align all future goals towards facilitating student success—Mission, Guiding Principles 1, Goal 1
4. Work with internal and external experts to ensure that technology meets 508 standards which are currently set Web Content Accessibility Guidelines (WCAG-2.O AA) standards—Vision, Guiding Principle 2, Goal 3

EDUCATIONAL MASTER PLAN TEN-YEAR GOALS and OBJECTIVES

GOAL ONE

ENHANCE STUDENT SUCCESS

In alignment with the system-wide goals for California Community Colleges, Oxnard College will improve the key educational outcomes that transforms students' lives.

OBJECTIVES

- Integrate Guided Pathways framework into matriculation, advising, and instructional program review and planning
- Integrate career and transfer exploration and readiness into onboarding, advising, and instruction
- Enhance distance education offerings and strengthen student outcomes
- Increase number of awards (Certificate of Achievement, AA, AS, ADT, IGETC)
- Increase number of students who transfer to a four-year institution
- Decrease the average number of accumulated units students earn while completing an Associate's degree
- Increase the number and percentage of completers who earn a regional living wage
- Close all Student Success Equity Gaps

GOAL TWO

STRENGTHEN ACCESS TO EDUCATIONAL OPPORTUNITY

Oxnard College will promote our open-access mission and uphold the value of higher education throughout our entire community. Through expanded outreach and streamlined services, we will lead more of our residents to pursue higher education.

OBJECTIVES

- Enhance primary and middle-school outreach plans and expand high-school outreach efforts
- Enhance relationships with K-12 access and enrichment programs such as AVID
- Enhance outreach to adult learners, skills builders and regional employers
- Enhance community involvement with campus via community events and parent/family events
- Streamline matriculation, onboarding, and pathway planning
- Strengthen strategic plan for dual enrollment
- Streamline dual enrollment processes and opportunities for students
- Expand non-credit offerings
- Strengthen employer relationships and contract education opportunities

GOAL THREE

ADVANCE SOCIAL JUSTICE AND EQUITY-MINDED PRACTICES

Oxnard College will advance equity-focused practices, rooted in anti-racism, in our instruction, services, and operations.

OBJECTIVES

- Establish anti-racism workgroup among faculty-staff-administration
- Enhance curriculum and instruction (e.g., develop new and promote existing equity-focused courses, promote equity-focused syllabus development, provide inclusive-pedagogy professional development opportunities)
- Establish unit-level equity competencies and policies across campus
- Enhance equity-focused campus conversations (e.g., OC LIVE and LIVE Online events, speaker series, town hall meetings)
- Enhance efforts to retain faculty and staff from minoritized backgrounds, and to develop pathways to leadership
- Foster civic engagement (e.g., voter registration drives, service-learning opportunities, PTK Honor Society student projects, internships with campaign and public offices)

GOAL FOUR

PROMOTE THE COLLEGE'S REPUTATION

To advance the value of an Oxnard education, Oxnard College will earn far-reaching recognition as a leading institution for higher learning, socioeconomic mobility, and community engagement.

OBJECTIVES

- Earn nationally-recognized award (e.g., Bellwether Award, Aspen Prize, Hispanic Serving Institution recognition)
- State: Earn state-wide recognition (e.g., Strong Workforce Stars, Campaign for College Opportunity)
- Local: Promote Oxnard College's contribution to our community. Showcase student, alumni, and employee achievement (e.g., at College and District websites, social media, local media outlets, student banners at campus perimeter) and strengthen partnerships with local community
- Encourage faculty and staff participation in regional, state and national professional associations and presentations at professional conferences

GOAL FIVE

STRENGTHEN THE COLLEGE'S FINANCIAL FUTURE

Oxnard College will expand our advancement capacity and diversify our revenue streams in order to better and more sustainably serve our students and employees.

OBJECTIVES

- Develop Advancement and Grants office
- Increase alignment between Foundation and College needs
- Leverage undeveloped land
- Build outreach to promising untapped markets (e.g., international students, contract education)

Educational Master Plan 2021 – 2030

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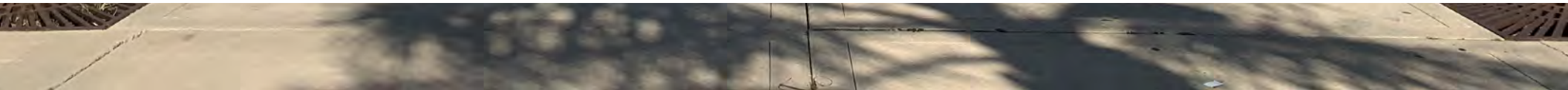
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