

VCCCD Master Plan 2013-2019



The VCCCD six-year Master Plan identifies strategic goals as the foundation of planning for Moorpark College, Oxnard College, Ventura College, and the District Administrative Center.

Ventura County
Community College District
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Introduction

The state of higher education in California is in flux, with an increasing trend toward the greater use of accountability measures at the local (i.e., governing board), state (i.e., state legislature, Legislative Analyst's Office, Board of Governors), regional (i.e., Accrediting Commission for Community and Junior Colleges) and national (i.e., U.S. Department of Education, Congress, and the President) levels to determine the effectiveness of any given institution of higher learning.

While academics may chafe at the idea of such measures, the simple fact of the matter is that change is occurring and at a pace with which we are not accustomed. For example, within the past three years, the legislature's passage of pension reform at the state level came at a breakneck speed; indeed, it is hard to remember such sweeping and categorical legislation making it through both houses and to the governor's desk in such record time. An example of sea change legislation occurring rapidly was the passage of Senate Bill 1440 in 2010, significantly impacting both the articulation of major preparation curriculum and the ability of community college students to transfer. Additionally the Student Success Act of 2012 is impacting all aspects of matriculation and how colleges provide these critical services. Whereas even in the very recent past we could expect legislative and bureaucratic inertia to block any meaningful reform measures from impacting how we do business, this simply is not the case in our present.

John Wooden had two adages that we should bear in mind as we plan for the future of the Ventura County Community College District: "Failing to prepare is preparing to fail," and "Flexibility is the key to stability." While we do not control the politicians in Sacramento or Washington, D.C., who increasingly seem to impact our operations and abilities to act independently, we must recognize that as a college district we must be nimble enough to anticipate and respond to the inevitable changes that are coming our way. The governor's January 2013 budget proposal was an object lesson of all the potential changes that we may face over the next few years: centralization of distance education, performance based funding, reorganization of adult education, limits on repeatability and the number of units allowed for apportionment, and more.

Our challenge, as we embark on the development and implementation of this VCCCD Master Plan, has been to be prepared for an uncertain future, knowing only that change will occur, but not knowing *when* or exactly *what* these changes may be. The most important thing we can do is to keep focused on our goals – to help students achieve their educational goals and to help our communities remain strong and vibrant through workforce and economic development.

Planning Assumptions

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

Our Commitment

Our Mission

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

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

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

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

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

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

Our Vision

The Ventura County Community College District will become the leader in the development of high quality, innovative educational programs and services. Keeping in mind that students come first, we will model best practice in instructional and service delivery, student access, community involvement, and accountability.

Our Values

- We base our actions on what will best serve students and the community.
- We maintain high standards in our constant pursuit of excellence.
- We recognize and celebrate creativity, innovation, and entrepreneurship.
- We demonstrate integrity and honesty in action and word.
- We communicate openly and respectfully to students, colleagues, and members of the public.
- We hire and retain personnel who reflect the diversity of the communities we serve.
- We promote inclusiveness, and openness to differing viewpoints.
- We use data, research, and open discussion to drive our plans and decisions.
- We demonstrate responsible stewardship for our human, financial, physical, and environmental resources.
- We seek and maintain long-term partnerships with the communities we serve.

Our History

The Ventura County Community College District (VCCCD) is a public community college district serving residents in Ventura County. The District's three colleges—Moorpark, Oxnard, and Ventura—offer programs for transfer to four-year colleges and universities, occupational and vocational training, basic skills instruction, as well as economic development and continuing education for cultural growth, life enrichment, and skills improvement. Each of the Colleges provides a wide range of general programs and services to students, as well as focusing on its own unique and specialty areas. The District Administrative Center, located in Ventura, oversees administrative functions and provides services to the three Colleges in support of their mission. As of fall 2012, the VCCCD served 32,646 students.

Ventura College is one of the oldest community colleges in California. Higher education in Ventura County began in 1925 when a junior college department was added to the high school in Ventura, and shortly thereafter Ventura Junior College was founded. In 1955, the college moved to its present 112-acre hillside campus in the eastern part of Ventura.

Moorpark College is the largest and second oldest of the colleges, located on 150 acres of sloping hillside land in the eastern region of Ventura County. The college has been serving the community since 1967.

Oxnard College, founded in 1975, is the newest of the three community colleges in the county. Set on 118 acres and located two miles from Pacific Ocean beaches, the college is easily accessible by the Ventura Freeway or the Pacific Coast Highway.

Summary of Environmental Scan

An external and internal scan was conducted to provide a context for the master planning discussions and the development of the 2013-2019 Ventura County Community College strategic goals. Reviewing the data, several critical trends were identified that have the possibility of greatly impacting *student success*. The first is that the majority of students coming from area high schools are unprepared for college level work. Specifically, only 17% of the County's students passed the EAP Math Exam in 2012 (the exam used by the CSU system to determine college preparedness) and only 28% of the County's students passed the EAP English Exam in that same year. That means that 83% of Ventura County students are coming to college with some level of unpreparedness for college-level work. In addition, internal scans show that completion rates for these students who are unprepared for college in English, math, and reading are very low. The California Community College Chancellor's Office *Student Success Scorecard* data show a degree or certificate completion rate of only 34.5 – 48.7% for students who initially placed in a developmental math, English or reading course at the District's three Colleges.

Internal scans also show that a growing percentage of the students in the Ventura County Community College District participate in financial aid. 71% of Oxnard College students, 56% of Ventura College students, and 35% of Moorpark College students are currently receiving some type of financial aid – showing the impact of increasing fees on these students. Expanding access to these services could be an important factor in *maintaining access for students*.

Environmental factors that can impact *the role of the District in Ventura County's economic vitality* include recognition that regional employment is currently clustered into a limited number of industry sectors. Not only will it be important for the District to play a role in ensuring trained employees for these current industries, but the economic vitality of Ventura County may necessitate identifying new businesses and industries and for the District to play a role in ensuring well trained employees are available by creating new certificates and degrees as required by the expanding business and industry needs.

Trends which could impact the District's ability to maintain *fiscal stability* are the fluctuations in public school enrollment over the next two decades. This will mean that reaching out to non-traditional student populations is even more critical in maintaining a stable enrollment. Recognizing the needs of the adult learner may necessitate a look at scheduling of classes and the use of online and hybrid classes for these learners.

One of the internal factors that may affect the ability of the District to maintain its *organizational vitality* is the significant turnover which will happen in the next ten years as a result of an aging workforce. This will increase the importance of training and staff development to maintain organizational vitality across the District.

VCCCD 2013-2019 Strategic Goals

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

Strategic Goal 1. Increase access and student success

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

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

Strategic Goal 2. Partner more effectively to meet community needs

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

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

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

Strategic Goal 3. Promote effective use of organizational resources

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

- Focusing the Colleges and the District Administrative Center on the importance of maintaining the vitality of employees and fiscal stability, and
- Encouraging ongoing efforts to find and leverage additional resources.

Next Steps

Upon the adoption of the *2013-2019 VCCCD Master Plan*, the three District Colleges and the District Administrative Center will each create a *2013-2016 Strategic Plan* which will identify specific objectives and action steps that will be taken in order for the 2013-2019 VCCCD Strategic Goals to be met. Each action step will include a timeline for completion, a description of the indicators of success, and the assignment of parties responsible for implementing the action.

The Colleges and the District Administrative Center will report to the District Consultation Council on the progress toward successful achievement of their objectives and action steps. The Board of Trustees will receive periodic updates on the status of the *2013-2016 Strategic Plans* of the three Colleges and the District Administrative Center. Each year the District Consultation Council will continue to review an annual *District Effectiveness Report* for the Board of Trustees. This report, which will continue to be presented to the Board during their annual Board Planning meeting each June, will document the progress that has been made during the academic year toward the long and short-term goals and the strategic objectives.

The Board of Trustees will call for the next three-year College and District Administrative Center Strategic Plans when the current strategic plans expire or when all of the strategic goals and objectives of the current plans have been achieved.

Appendix 1: VCCCD Six Strategic Goals and Objectives

Focus group discussions held during the months of February, March, and April 2013 contributed to the development of these six strategic goals, which were then reviewed by the Board of Trustees in June 2013 and adopted in October 2013.

Goal 1: Increase the timely student completion of degrees, certificates, and transfer majors.

Objectives:

1. Through proactive/assertive counseling and advisement, ensure both day and evening students are assisted in preparing for assessment examinations, are fully informed of financial and programmatic requirements, are provided with assistance with selecting majors, and are given clear directions about the steps that need to be taken to complete their degrees or certificates.
2. Establish greater uniformity from the student perspective: seamless registration that enables students to enroll in multiple colleges; common course numbers; student records that are accessible from any college in the district.
3. Establish intentional year-round sequences of course offerings that concentrate on the specific classes needed to obtain transfer degrees and certificates and that utilize standardized time blocks.
4. Develop clear and highly structured visual and electronic instructional aids for degrees, transfers, and certificates, indicating decision points and performance expectations.
5. Identify and pilot models that will encourage students to enroll full-time.

Goal 2: Increase access and student success.

Objectives:

1. Assign FTES growth in accordance with changing demand for programs and services due to shifts in population and demographics.
2. Enhance professional development opportunities to promote the use of classroom assessment, peer coaching, and other techniques that give faculty a better sense of what needs to be modified to improve learning and advisement and that improve the ability of faculty to teach and/or advise to the variety of learning styles, to contextualize instruction/advisement, and to incorporate current learning theories.
3. Evaluate and enhance the effectiveness of the ESL and basic skills programs, or partner with the K-12 and Adult Education systems to identify unmet community needs and to offer dual enrollment and/or low-cost non-credit remedial coursework on the college campuses.
4. Increase and widely promote services, support systems, and activities designed to facilitate success, including the early alert system, study skills instruction across the curriculum, peer mentoring, tutoring, and supplemental instruction.
5. Develop a comprehensive orientation, incentivized in accordance with the Student Success Act
6. (SB 1456), for all incoming students to include educational planning, course sequencing for prerequisite completion, and financial aid planning. Supplement this with career pathway advising and counseling sessions at strategic points throughout their progress.
7. Create opportunities for students to increase engagement (including peer study groups, learning communities, cohorts, English and math camps, enhanced student activities). Monitor and measure annual incremental improvement in each category of the state's Student Success Scorecard.

Goal 3: Remain competitive in the online market.

Objectives:

1. Ensure that online instructors understand and utilize current best practices and strategies for online learning, including the incorporation of multimedia and the skillful use of an array of online tools for communication, faculty/student interactivity, collaboration, and content delivery.
2. Enhance the support systems for online students, including: development of an on-campus and online orientation specific to online learning; establishment of secure online testing and/or monitored testing centers; scheduling that promotes enhanced access to computer labs; robust access to online counseling and tutoring; establishment of extended hours of real-time technical support.
3. Enhance the support systems for online faculty, including: opportunities for formal training; improved access to online instructional resources; development of repositories of shared online materials; establishment of real-time technical support.
4. Develop fully-online degrees and certificate programs, while maintaining high quality standards.
5. Enhance the use of mobile applications that would enable students to participate in online classes via their smart phones.
6. Enhance the automated services available for both online and on-campus students, including application software that allows a student to: enroll in the college or in specialized programs; order and pay for transcripts; turn in documents; order and pay for (or rent) books; receive notifications and reminders of appointments, deadlines, announcements, test dates, and other pertinent information.
7. Identify and apply successful models to create and market more highly visible online courses and services.

Goal 4: Partner more effectively to meet community needs.

Objectives:

1. Establish a regional plan to address workforce development in partnership with Ventura County Workforce Investment Board (WIB), Economic Development Collaborative Ventura County (EDC-VC), the Ventura County Office of Education, and representatives from local Chambers of Commerce.
2. Create better visibility in the community by attending and/or hosting local and regional events and by bringing courses and college sponsored events out to the community.
3. Improve efforts to market college programs and success stories and to promote community attendance at guest lectures, student performances and athletic events.
4. Create more opportunities for area employers to publicize vacancies and internship positions through the College Career Centers.
5. Create a structure to increase dialogue among high school, community college, and university faculty in common disciplines.
6. Develop a system-wide program of outreach and recruitment, giving consideration to the development and expansion of bridge programs and the offering of introductory mini-courses for recent high school graduates and first generation students.
7. Formalize relationships with adult education programs and other educational partners in order to identify unmet community needs and to minimize duplication of programs and services.
8. Enhance access to information to potential students, members of the community, and industry partners through the development of more interactive, current and informative websites, the design and launching of relevant and useful telephone applications, the scheduling of community forums, and the use of digital marketing and social media.

Goal 5: Maintain organizational vitality.

Objectives:

1. Develop a shared district vision statement and a unifying district mission statement that emphasize access and success for all students in the district.
2. Establish a more proactive, self-directed culture, where innovation is nurtured, where the quality of programs and services is emphasized, and where faculty, staff, and administrators are empowered to implement positive change at the level closest to the point of service.
3. Create a continuum of strategic professional development opportunities for all faculty, staff, and administrators, focusing on mentoring, instructional and service improvement, cross-district and cross-discipline communication, online learning, technology skills, and leadership development.

Goal 6: Promote fiscal stability and the effective use of organizational resources.

Objectives:

1. Allocate resources to achieve the goals and objectives established by the District Master Plan.
2. Increase and/or maintain sufficient levels of institutional effectiveness and standard levels of quality services while becoming more efficient and cost effective.
3. Provide resources to address the total cost of ownership and to maintain technological currency and safe and functional buildings and grounds.
4. Continue to reduce unfunded liabilities each year until such unfunded liabilities are eliminated.
5. Leverage resources by offering core classes, transfer degrees, and student support systems throughout the district and by retaining unduplicated specialized career training at each college.

Appendix 2: Description of the District Planning Process

The district's six-year *Master Plan* identifies over-arching goals and objectives that serve as the foundation for the *Strategic Plan*, the *Strategic Technology Master Plan*, and the *Facilities Plan*. The *Master Plan* may be updated prior to the end of the six-year period if warranted by a major change of conditions.

Research and data analysis provide information for district-wide dialogue that supports the development of the *Master Plan*. Annual and trend data are collected and analyzed in a number of areas, including:

- Demographic data and projections
- Economic projections
- Student access and enrollment data from feeder institutions
- Student access and success data from the district colleges
- Long- and short-term analysis of community needs as appropriate to mission
- Other sources of data identified as essential in the planning dialogue

The *Strategic Plan* is comprised of a limited number of high-priority, strategic goals derived from/based on the *Master Plan*. These three-year goals are further divided into objectives, each operationalized through measurable action steps. Each action step includes a timeline for completion, a description of the indicators of success, and the assignment of parties responsible for implementing the action. The Board of Trustees calls for the next three-year *Strategic Plan* when the term of the *Strategic Plan* expires or when all strategic goals and objectives have been achieved.

The goals and objectives of the six-year *Master Plan* are reviewed and approved by the Board of Trustees upon the recommendation of the District Consultation Council, which serves as the primary district planning group. Upon receiving the *Master Plan*, the Consultation Council (with the assistance of the District Council on Accreditation and Planning): (1) identifies goals and objectives to implement first through the more narrow-in-scope *Strategic Plan*; (2) charges the appropriate district councils and college committees with the task of developing and implementing the action steps to support the *Strategic Plan's* goals and objectives; and (3) calls on these councils and committees to file periodic progress reports with the District Council on Accreditation and Planning (DCAP). The Board of Trustees receives periodic updates from DCAP on the status of the action steps contained in the three-year *Strategic Plan*.

Each year the District Consultation Council produces an annual *District Effectiveness Report* for the Board of Trustees. This report, which is presented to the Board during their annual Board Planning meeting currently held each June, documents progress toward the long and short-term goals and the strategic objectives.

The new *Master Plan* is intended to cover the period from 2013 to 2019. The *Strategic Plan* will be developed during the fall 2013 semester and will span the period of 2013 to 2016. The *Facilities Master Plan* is a rolling five-year plan that currently spans from 2013 to 2018. The *Strategic Technology Master Plan* spans from 2011 to 2014. Subsequent iterations of these plans will be developed when the terms of these plans expire or if there is a major change of internal or external conditions.

Appendix 3: Development of the 2013-2019 VCCCD Master Plan

The development of a master plan should be a collaborative process, one in which the hopes and ideas of various stakeholders are synthesized into a coherent narrative that both inspires and directs specific goals and objectives. Below is the framework, adopted in June 2012 by the Board of Trustees at their annual Planning Meeting, that was followed to create the 2013-2019 *Ventura County Community College District Master Plan*:

Laying the Foundation: In January 2013, the District Council on Accreditation and Planning (DCAP) proposed a preliminary timeline for the development and adoption of the *Master Plan*. The President of Ventura College (hereafter, “Planner”) was asked to lead the district and its three colleges through the steps needed to produce a document for constituent input and thereafter formal Board of Trustee review and consideration. Following this appointment, a preliminary methodology for seeking constituent input on key planning issues was developed and a draft implementation calendar was prepared.

Identification of Focus Group Participants and Key Discussion Topics: In January 2013, DCAP presented a preliminary list of questions to be discussed in constituent focus groups. The District Consultation Council modified and augmented these preliminary questions, resulting in the following list:

1. In light of increased state and national emphasis on student completion, what might be done in order to create clear pathways to degrees, certificates, and transfers?
2. In light of proposed unit caps and penalties for unsuccessful course attempts, what might be done in order to decrease course withdrawals and failing grades?
3. Is there anything about our relationship with our educational partners that could be improved or that needs to change?
4. In light of rapid technological advancements and increased options available for students on both the state and national level, what do we need to do to remain competitive in the online arena?
5. What should be the relationship of the three colleges in our district to each other?
6. (Asked only of internal groups): What must we do to retain organizational vitality?
7. (Asked only of external groups): What could the district and its three colleges do to better meet community needs?

Consultation Council also agreed to a common minimum set of constituent groups to participate in the focus group discussions. These were the Academic, Classified, and Student Senates; the college Administrative or Dean’s Councils; the district’s Community Advisory Board (as augmented by additional community representatives); and representatives from the college Foundation Boards.

Environmental Scan: Concurrently with the development of the focus group questions, the district’s institutional researchers were asked to compile an extensive scan of the external and internal environment, focusing on the variables that might impact district planning decisions. Where possible, county data was compared to state data.

External data included:

1. County demographics
2. Socioeconomic trends
3. Unemployment rates

4. Employment by sector
5. K-12 student enrollment and demographics
6. High school test scores
7. High school dropout rates
8. College-going rates

Internal data included:

1. Enrollment trends
2. Student demographics
3. Faculty and staff demographics
4. Student goals and majors
5. BOG waiver statistics
6. Trends in numbers served by categorical programs
7. Student Success Scorecard data
8. Degrees and certificates awarded
9. Numbers of transfers
10. Employment rate of CTE student cohorts
11. Number of students taking online courses
12. Enrollment in writing/composition, math and reading classes
13. Number of students above a 90 unit threshold
14. Number of students who are on financial aid
15. Number of students who have been on financial aid for 12 or more semesters

Focus Groups: Thirteen individuals were identified by the Chancellor and the College Presidents to serve as facilitators of the focus groups. In February 2013, the Planner met with the identified facilitators to orient them to their task, to clarify the planning discussion questions that would be raised, to pilot a methodology for the focus groups, and to agree upon a methodology for documenting the results of the focus group discussions. Twenty-one focus group discussions were held during the months of February, March, and early April 2013. Venues included Academic Senates, Classified Senates, Student Senates, Planning and Budgeting Councils, Management Councils, College Foundation Boards, Campus Open Forums, Campus Committees (Curriculum, Technology, Facilities, and Professional Development), the District Community Advisory Board, and the Ventura County Community College District Board of Trustees.

Open Space Forum: On April 15, 2013, a large-group dialogue about the planning issues was held. At this meeting, the members of Consultation Council were joined by the thirteen facilitators and by the members of the committees responsible for planning at the three colleges. After reviewing the data prepared by the district's institutional researchers and hearing the synthesized results of the campus and district focus group discussions, the Open Space Forum format was used to enable the seventy-four participants to further discuss the planning issues at greater length. The results of this large-group dialogue were then synthesized by the Planner and used as the basis for the development of a proposed list of goals and objectives to serve as the foundation for the *Master Plan*.

Review and Revision: On April 18, 2013, the first draft of the proposed *Master Plan* was shared with the college and district constituent groups. The Board of Trustees also reviewed this first draft at their May 14, 2013 meeting. Consultation Council received the feedback on the draft *Master Plan* from constituent groups and shared this feedback at their May 17, 2013 meeting. Modifications to the draft were made based on this feedback. The revised draft report was reviewed and discussed by the Board of Trustees on June 25, 2013, as part of their annual Board Planning meeting. A third draft of the plan was created to incorporate the modifications made by the Board of Trustees. The revised document was shared with college and district constituent groups in August 2013 and with the Community Advisory Body in September 2013.

Appendix 4: Environmental Scan

External Environmental Scan

Ventura County Population, Actual and Forecast¹

Ventura County Population							
County Population	Population Estimates					Projections	
	2000	2005	2010	2011	2012	2020	2040
	753,197	809,286	825,246	828,383	832,970	885,196	1,025,693
Camarillo	57,077	62,455	65,201	65,830	66,407	76,218	79,391
Fillmore	13,643	15,132	15,002	15,120	15,145	19,927	23,522
Moorpark	31,415	35,597	34,421	34,710	34,826	44,595	45,206
Ojai	7,862	8,104	7,461	7,511	7,535	9,560	10,901
Oxnard	170,358	187,705	197,899	199,722	200,390	234,304	250,608
Port Hueneme	21,845	22,568	21,723	21,477	21,682	22,981	24,788
Santa Paula	28,598	29,101	29,321	29,531	29,882	42,182	44,650
Simi Valley	111,351	120,686	124,237	125,026	125,314	131,894	135,708
Thousand Oaks	117,005	126,344	126,683	127,557	128,031	130,733	132,356
Ventura	100,916	105,460	106,433	107,124	107,166	121,753	137,600
Balance of County	93,127	96,134	96,865	94,775	96,592	--	--

Based upon the population forecast prepared by the Ventura County Planning Division in 2008, we can expect a six percent overall growth in our county between 2012 and 2020. Cities projected to have the highest growth include Santa Paula, Fillmore, Moorpark and Ojai. It is critical to note, however, that this population forecast was prepared in the midst of a volatile economic downturn; the economy crashed in 2008.

As reported in the *2013 State of the Region Report*, prepared by the Ventura County Civic Alliance, the county population is indeed growing slowly. Residential building has almost ground to a complete halt throughout the county. Only 354 new housing permits were issued in 2011, a drop of more than 90 percent since 2005 (the all-time low of 195 permits were issued in 2009.) And, although median home prices have also declined, Ventura County remains unaffordable in relative terms. In the first quarter of 2012, the county's affordability index was 50 percent (California's figure was 56 percent and the nation's was 71 percent).

Interestingly, homeownership in Ventura County is high even though affordability is relatively low. That could mean one of two things: either people are stretching themselves unusually thin to buy their homes; or the county has many residents who bought their homes long ago². Either way, population growth is expected to remain minimal during the county's economic recovery.

¹ County Population Projections provided by Demographic Research Unit, California Department of Finance, May 2012; City Population Projections provided by "2040 Population Forecast: Ventura Cities and County, 2008" prepared by Ventura County Planning Division.

² *2013 State of the Region Report*. Ventura County Civic Alliance. February 2013.

Ventura County Race and Ethnicity³

Ventura County Population by Race and Ethnicity						
	2000	2007	2008	2009	2010	2011
Hispanic or Latino	251,734	296,745	302,896	309,092	333,655	340,361
Not Hispanic or Latino	501,463	501,619	494,844	493,891	492,051	491,410
Non-Hispanic:						
White	427,449	415,091	408,744	406,789	401,801	398,619
Black	14,664	13,336	10,450	13,220	13,953	14,555
American Indian	7,106	2,367	1,678	1,860	1,656	1,826
Asian	40,284	51,940	50,194	52,107	55,978	56,273
Pacific Islander	1,671	1,854	1,614	1,782	1,019	1,283
Other	-	1,659	1,954	1,411	308	378
Two or More Races	29,573	15,372	20,210	16,722	17,336	18,476

Beginning in 2000, data collected on Hispanic/Latino ethnicity was collected through one question and data about race was collected in a second question. Respondents were first asked if they were Hispanic or Latino (yes/no). If the respondent answered no, they were then asked to identify their ethnicity. Those respondents identifying themselves as Hispanic or Latino were not able to further indicate if they were of “Two or More Races.” The structure of this question may lead to a false increase of Hispanic or Latino responses and a false decrease of “Two or More Races” responses.

Ventura County Age and Gender⁴

Ventura County Population Estimates by Age and Gender					
Age	2000	2010	2020	2030	2040
15-19	55,924	67,713	56,250	58,459	66,367
20-24	46,054	59,166	55,634	57,272	66,736
25-29	47,754	45,910	63,204	58,552	65,867
30-34	55,974	40,887	57,706	57,743	61,990
35-39	63,835	54,602	49,248	64,826	58,969
40-49	119,820	142,247	103,186	108,710	119,467
50-64	110,252	173,377	205,132	166,523	148,802
65 +	77,763	110,432	159,323	215,665	231,114
Gender	2000	2010	2020	2030	2040
Male	377,917	428,731	458,639	484,449	502,860
Female	379,255	431,933	465,771	498,345	522,849

³ U.S. Census Bureau, American Community Survey Annual 1 Year Estimate.

⁴ California Department of Finance, Demographic Research Unit

College-Going Rates: Ventura County Compared to State of California

% Population Enrolled in College or Graduate School ⁵					
	2007	2008	2009	2010	2011
Ventura County	25%	26%	28%	25%	28%
California	28%	29%	29%	30%	30%

College-Going Rates from K-12 to Community Colleges ⁶					
	2007	2008	2009	2010	2011
Ventura County	51%	52%	51%	n/a	n/a
California	49%	48%	41%	n/a	n/a

Although Ventura County residents enroll in college at nearly the same rate as those statewide, the Ventura County Community Colleges receives just over 50 percent of the high school students in the fall semester immediately following high school graduation. With the projection of a decline in population of traditional college-aged residents (ages 18 to 24) between 2010 and 2020, and a significant increase in the number of residents over the age of 50, the VCCCD colleges should be prepared to address the educational needs of an older student population.

⁵ U.S. Census Bureau, American Community Survey Annual 1-Year Estimates

⁶ California Postsecondary Education Commission (CPEC), College-Going Rates by County from Public Schools to California Community Colleges. CPEC research was discontinued in 2009; similar data are not yet available from another source

Educational Attainment⁷

Ventura County Population by Educational Attainment						
	2000	2007	2008	2009	2010	2011
Population 18 to 24 years	67,842	82,515	81,616	78,770	82,609	82,468
Less than high school graduate	30.9%	18.3%	21.7%	17.1%	16.6%	15.3%
High school graduate (includes equivalency)	27.7%	35.3%	25.6%	27.2%	30.8%	28.3%
Some college or associate's degree	36.8%	39.3%	45.1%	48.1%	45.9%	48.8%
Bachelor's degree or higher	4.6%	7.1%	7.6%	7.0%	6.7%	7.1%
Population 25 years and older	471,756	506,769	509,490	514,880	530,768	538,930
Less than high school graduate	10.4%	10.0%	10.2%	10.2%	9.7%	9.6%
9th to 12th grade, no diploma	9.5%	7.8%	7.8%	6.7%	8.2%	7.4%
High school graduate (includes equivalency)	19.7%	21.5%	19.1%	19.1%	18.8%	18.9%
Some college, no degree	25.5%	21.6%	24.8%	24.7%	24.4%	24.0%
Associate's degree	7.9%	7.9%	8.2%	8.3%	8.1%	8.8%
Bachelor's degree	17.4%	19.9%	19.4%	19.4%	19.4%	19.8%
Graduate or professional degree	9.5%	11.4%	10.5%	11.6%	11.4%	11.4%
Population 25 years and older	471,756	506,769	509,490	514,880	530,768	538,930
Percent non-high school graduates	19.9%	17.8%	18.0%	17.5%	17.9%	17.1%
Percent high school graduate or higher	80.1%	82.2%	82.0%	82.5%	82.1%	82.9%
Percent bachelor's degree or higher	26.9%	31.3%	29.9%	27.3%	30.8%	31.3%

Over the period tracked, the educational attainment of the Ventura County population has remained relatively unchanged with the exception of those in the age range of 18 to 24 years, where the percentage of those with less than a high school degree has dropped, while the percentage of those with “some college or an associate’s degree” and a “bachelor’s degree or higher” has increased.

⁷ U.S. Census Bureau, American Community Survey Annual 1-Year Estimates

Income Level⁸

Ventura County Population (#Households) by Income Level *						
	2000	2007	2008	2009	2010	2011
Total Population	243,503	255,668	256,944	260,249	265,904	265,192
Less than \$10,000	11,934	7,865	9,511	11,022	9,235	11,381
\$10,000 to \$14,999	9,383	9,645	8,527	9,206	11,258	10,146
\$15,000 to \$24,999	20,567	18,629	16,725	20,339	21,796	20,666
\$25,000 to \$34,999	22,967	20,507	19,696	19,058	19,825	19,669
\$35,000 to \$49,999	35,036	30,385	26,678	30,619	30,816	30,320
\$50,000 to \$74,999	51,585	43,794	44,155	45,704	45,462	41,205
\$75,000 to \$99,999	36,546	39,638	35,613	36,248	35,235	35,683
\$100,000 to \$149,999	34,600	45,023	52,090	47,166	47,914	51,656
\$150,000 to \$199,999	11,284	20,890	23,301	21,326	21,439	22,723
\$200,000 or more	9,601	19,292	20,648	19,561	22,924	22,043
Median household income	59,666	73,250	76,860	71,723	71,864	74,623
Average household income	75,130	92,970	97,437	91,221	93,290	93,783

*Each year reflects inflation-adjusted dollars.

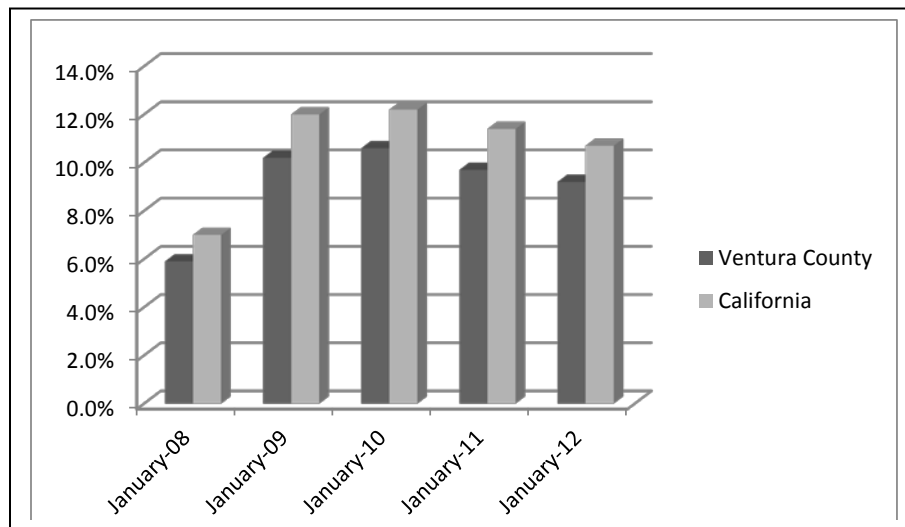
Ventura County Income Limits (\$)for 2012 ⁹								
Income Category	Number of Persons in Household							
	1	2	3	4	5	6	7	8
Extremely Low	18,800	21,450	24,150	26,800	28,950	31,100	33,250	35,400
Very Low	31,300	35,750	40,200	44,650	48,250	51,800	55,400	58,950
Lower	47,400	54,150	60,900	67,650	73,100	78,500	83,900	89,300
Median	62,500	71,450	80,350	89,300	96,450	103,600	110,750	117,900
Moderate	75,000	85,700	96,450	107,150	115,700	124,300	132,850	141,450
National Poverty Line	11,490	15,510	19,530	27,570	27,570	31,590	35,610	39,630

In comparing household income levels as reported by the Census Bureau with the income categories defined by the California Department of Housing and Community Development, it appears that over 50 percent of Ventura County households are living below the income threshold of “median income” (middle class). Nearly 16 percent of households in Ventura County are living below the National Poverty Line of around \$24,000 for a family of four.

⁸U.S. Census Bureau, American Community Survey Annual 1-Year Estimates

⁹ National Poverty Threshold, U.S. Department of Health and Human Services. Ventura County Income Thresholds, State of California, Department of Housing and Community Development

County Unemployment¹⁰



The recession has had its impact on Ventura County employment. In 2005 there were almost 321,000 jobs in the County. By 2010, that number had fallen to 304,700 representing a five percent decrease in jobs for a total job loss of over 16,000. The state of California also experienced a five percent reduction in jobs from 2005-2010. Both Ventura County and the state of California out-paced national job loss by two percent during this same time. Some of the biggest job losses in Ventura County were in Construction (40%), Manufacturing (17%), and Finance and Insurance (12%). On a more positive note, two vital Ventura County industry sectors saw increases in jobs from 2005-2010. They were Health Care with an 18% increase and Agriculture with a 10% increase.¹¹

Moving forward, there is good news to share relative to jobs in Ventura County. For purposes of this report job data was evaluated on a variety of criteria to include the following:

- Total jobs
- Job growth
- Concentration of employment in Ventura County compared to national data
- Wages

Employment projections have been designed to fall with the timeframe of the District's Master Plan, focusing on the five-year period of 2013–2018. Jobs in Ventura County in 2013 total 314,795. While this is still below the 2005 job high of 321,000, it does represent a three percent increase in jobs from 2010. This increase is expected to swell to seven percent through 2018 for an additional 23,513 jobs for a total of over 338,000 jobs that compares favorably to both state and national projections.

¹⁰ California Employment Development Department

¹¹ EMSI Covered Employment 2013.1

County Jobs

Top Industries in Ventura County 2013				
Description	2013 Jobs	2018 Jobs	# Change	% Change
Government	48,375	48,660	285	1%
Retail Trade	36,279	40,242	3,963	11%
Manufacturing	30,628	31,950	1,322	4%
Health Care and Social Services	29,503	32,986	3,483	12%
Accommodation and Food Services	29,498	33,052	3,554	12%
Agriculture, Forestry, Fishing, and Hunting	26,883	29,096	2,213	8%
Finance and Insurance	17,322	18,926	1,604	9%
Administrative and Support and Waste Management and Remediation Services	16,660	17,770	1,110	7%
Professional, Scientific and Technical Services	16,646	17,978	1,332	8%
Wholesale Trade	13,214	14,727	1,513	11%
TOTAL	265,008	285,387	20,122	

Source: EMSI Covered Employment 2013.1

The top ten industry sectors employing the greatest number of workers include: Government; Retail Trade; Manufacturing; Health Care and Social Services; Accommodation and Food Services; Agriculture, Forestry, Fishing and Hunting; Finance and Insurance; Administrative and Support and Waste Management and Remediation Services; Professional, Scientific and Technical Services; and Wholesale Trade. Together these ten sectors represent 84% of all jobs in the region.

The Naval Base is the top employer in the county, and it has suffered only minor job cuts in the past decade. The Port of Hueneme puts Ventura County on the cutting edge of global trade and its cargo traffic and revenues have never been higher. Health care and other service industries are the source of many new jobs and are strong in Ventura County.

Job Growth

There are six industry sectors in Ventura County with projected double-digit growth through 2018. They include: Educational Services (Private); Accommodation and Food Services; Health Care and Social Services; Wholesale Trade; Retail Trade; and Utilities.

Ventura County Industries with Largest Projected Growth Through 2018				
Description	2013 Jobs	2018 Jobs	# Change	% Change
Educational Services (Private)	4,522	5,093	571	13%
Accommodation and Food Services	29,498	33,052	3,554	12%
Healthcare and Social Services	29,503	32,986	3,483	12%
Wholesale Trade	13,214	14,727	1,513	11%
Retail Trade	36,279	40,242	3,963	11%
Utilities	1,210	1,338	128	11%
TOTAL	114,226	127,438	13,212	

Source: EMSI Covered Employment 2013.1

While double-digit growth is desirable, it is important to note that two of the six sectors (Educational Services and Utilities) currently employ less than 6,000 workers with collective job growth of approximately 700 workers over the next five years. Additionally jobs in Accommodation and Food Services and Retail Trade are generally low paying jobs with total 2013 wages ranging from \$20,571 to \$36,104 annually.

Concentration of Employment

Location quotient is a way of quantifying how concentrated a particular industry or industry cluster is in a region as compared to the nation. A location quotient of 1.0 or greater is an indication that the local concentration is equal to or in excess of that of the nation. There are eight industry sectors in Ventura County that exceed national concentration figures. These industries are presented in the following table.

Concentration of Employment Projected Through 2018						
Description	2013 Jobs	2018 Jobs	# Change	% Change	2013 L.Q.	2018 L.Q.
Agriculture, Forestry, Fishing and Hunting	26,883	29,096	2,213	8%	9.83	10.36
Unclassified Industry	1,320	1,398	78	6%	3.03	3.66
Finance and Insurance	17,322	18,926	1,604	9%	1.34	1.37
Manufacturing	30,628	31,950	1,322	4%	1.14	1.20
Accommodation and Food Services	29,498	33,052	3,554	12%	1.07	1.11
Real Estate and Rental and Leasing	4,798	5,089	291	6%	1.07	1.06
Retail Trade	36,279	40,242	3,963	11%	1.05	1.10
Arts, Entertainment and Recreation	4,706	4,941	235	5%	1.03	.99

EMSI Covered Employment 2013.1

Retail Trade; Manufacturing; Accommodation and Food Services; Agriculture, Forestry, Fishing and Hunting; and Finance and Insurance represent the top five industry sectors in Ventura County that employ over 15,000 workers and have a strong local business concentration. These are good indicators for the County's economic vitality, although program and curriculum development decisions for the District should also include careful consideration of other economic indicators (e.g. total number of jobs, wages, and overall growth).

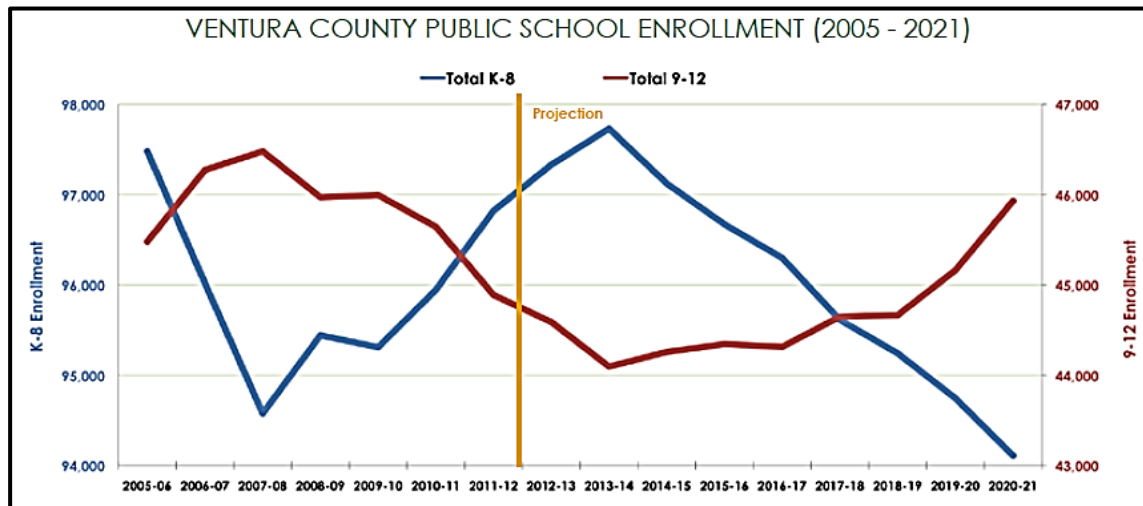
Wages

High Wage Industries in Ventura County Projected Through 2018					
Description	# 2013 Jobs	# 2018 Jobs	2012 Wages and Salaries	2012 Supplements	2012 Earnings
Manufacturing	30,628	31,950	\$91,484	\$26,553	\$118,037
Wholesale Trade	13,214	14,727	\$75,696	\$12,885	\$86,631
Finance and Insurance	17,322	18,926	\$72,648	\$14,183	\$86,831
Professional, Scientific and Technical Services	16,646	17,978	\$70,825	\$11,125	\$81,950
Government	48,375	48,660	\$56,612	\$17,518	\$74,130
Construction	10,559	11,423	\$51,260	\$11,666	\$62,926
Health Care and Social Services	29,503	32,986	\$48,074	\$10,680	\$58,754

Source: EMSI Covered Employment 2013.1

Wages are an important indicator when evaluating high growth, high demand industries in Ventura County. There are seven industry sectors that provide over 10,000 jobs with salaries in excess of \$55,000 per year. They include: Manufacturing; Wholesale Trade; Finance and Insurance; Professional, Scientific and Technical Services; Government; Construction; and Health Care and Social Services. The wage data in the above table includes wages and salaries, supplemental wages and total earnings. Supplements to wages include employer contributions to employer pension and insurance funds (private and/or government) as well as employer contributions to government social insurance.

Ventura County Public School Enrollment¹²



There will be significant fluctuations in public school enrollment over the next two decades. Enrollment in K-8 schools and high schools are inversely correlated: a spike in childhood population will first result in higher enrollment in elementary and middle school, and later in high school as the children age. High school enrollment is declining and is expected to bottom out in 2013-14 before rising again later in the decade.

Ventura County K-12 Demographics¹³

K-12 Students by Ethnicity										
Students	County					State				
	2007-08	2008-09	2009-10	2010-11	2011-12	2007-08	2008-09	2009-10	2010-11	2011-12
American Indian	0.60%	0.60%	0.50%	0.50%	0.40%	0.80%	0.70%	0.70%	0.70%	0.70%
Asian	4.20%	4.20%	4.30%	4.30%	4.40%	8.20%	8.40%	8.50%	8.50%	8.60%
Pacific Islander	0.30%	0.30%	0.30%	0.30%	0.30%	0.60%	0.60%	0.60%	0.60%	0.60%
Filipino	2.00%	2.10%	2.10%	2.10%	2.00%	2.70%	2.70%	2.50%	2.60%	2.50%
Hispanic	48.40%	49.20%	51.70%	52.40%	53.30%	48.70%	49.00%	50.40%	51.40%	52.00%
African American	2.00%	2.00%	1.90%	1.80%	1.70%	7.40%	7.30%	6.90%	6.70%	6.50%
White	39.40%	38.40%	37.90%	37.20%	36.10%	28.50%	27.90%	27.00%	26.60%	26.10%

K-12 Student race and ethnicity data were collected via CALPADS beginning in 2009-10. The manner in which race and ethnicity data were collected also changed in 2009-10 to be consistent with federal reporting requirements; these changes included collecting data about Hispanic/Latino ethnicity in one question and collecting data about race in a second question.

¹² Ventura County Civic Alliance 2013 *State of the Region Report*

¹³ Education Data Partnership: fiscal, Demographic, and Performance Data on California's K-12 Schools

High School Accountability Progress Index (API)¹⁴

Ventura County High Schools				774
California				778
Conejo Valley Unified				
Newbury Park High	867	Westlake High		878
Thousand Oaks High	841	Conejo Valley High (Continuation)		517
Fillmore Unified				
Fillmore Senior High	736	Sierra High (Continuation)		566
Moorpark Unified				
Moorpark High	816	The HS@MC		791
Community High (Continuation)	572			
Oak Park Unified				
Oak Park High	908	Oak View High		431
Ojai Unified				
Nordhoff High	776	Chaparral High (Continuation)		565
Oxnard Union High				
Adolfo Camarillo High	848	Oxnard High		716
Architecture, Construction & Engineering	715	Pacifica High		732
Channel Islands High	689	Rio Mesa High		741
Hueneme High	650	Frontier High (Continuation)		510
Santa Paula Union High				
Santa Paula High	745	Renaissance High (Continuation)		597
Simi Valley Unified				
Royal High	787	Simi Valley High		803
Santa Susana High	865	Apollo High (Continuation)		511
Ventura Unified				
Buena High	768	Buena Vista High (Continuation)		373
El Camino High	807	Pacific High (Continuation)		476
Foothill Technology High	914	Ventura Islands High (Continuation)		615
Ventura High	778			
Ventura County Office of Education				
Gateway Community (Continuation)	418	Vista Real Charter High (Continuation)		631
Providence (Continuation)	612			

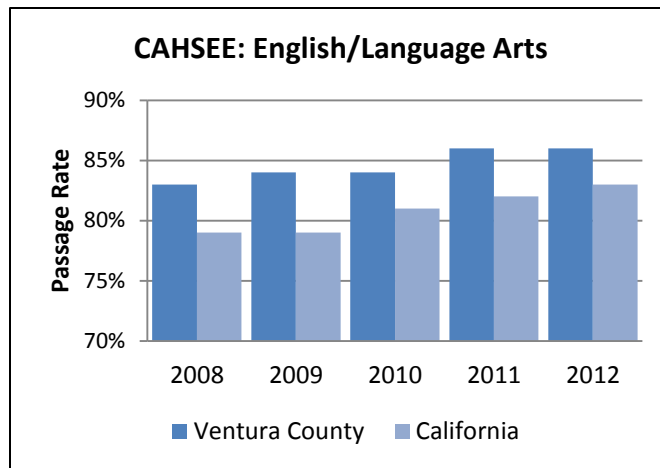
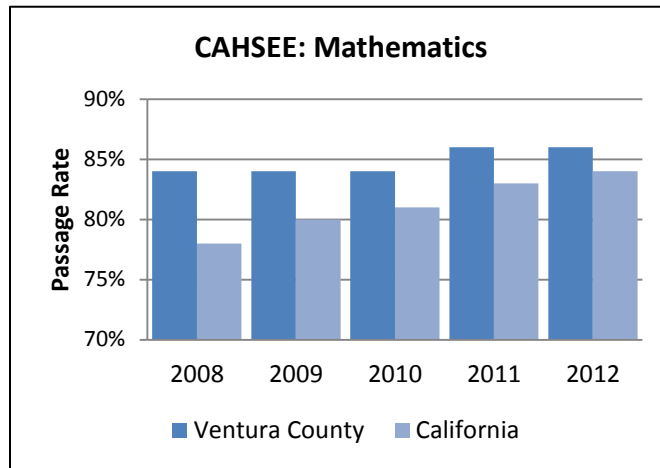
The Academic Performance Index (API) measures the performance and progress of a school based on results of statewide tests at grades two through twelve. A school's API is a composite number representing the results of these tests. The relative emphasis of different content areas in the API relative to grades 9-12 are: English/Language Arts (27.1%), Mathematics (18.1%), Science (22.9%), History/Social Science (13.9%), CAHSEE: English (9.0%), and CAHSEE: Math (9.0%).

¹⁴ California Department of Education, Data quest 2011-12 Accountability Progress Reporting (API)

Ventura County High School Sophomores' Readiness for College¹⁵

In California, all high school students must pass a test to earn a high school diploma. The test is called the CAHSEE. Some students with disabilities do not have to pass this test. California created the test to improve student achievement in high schools. The test helps to ensure that students graduate from high school with an established minimum level of skills in reading, writing, and math.

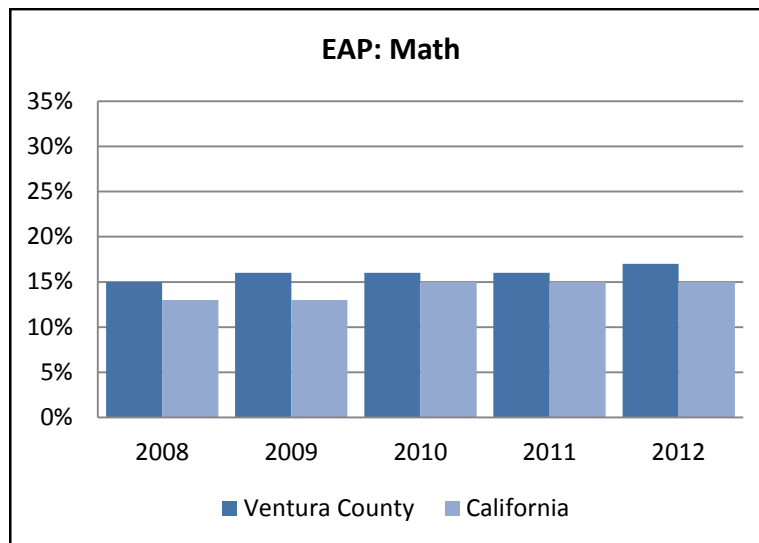
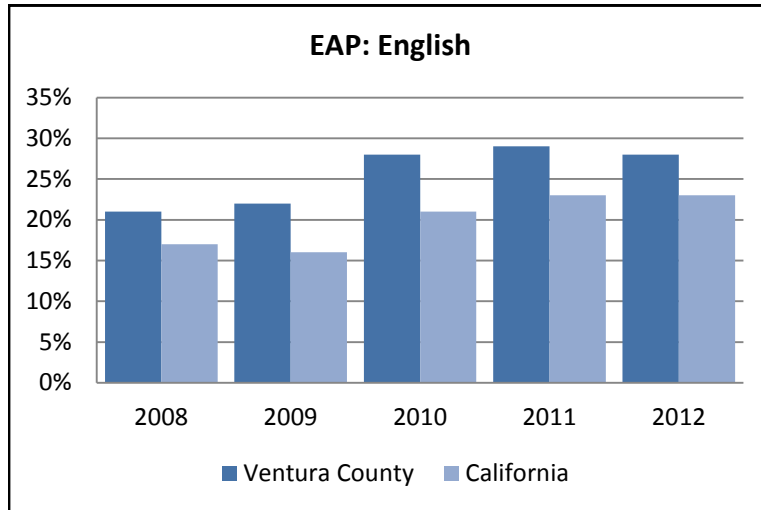
Students first take this test in grade ten. If they do not pass the test in grade ten, they have more chances to take the test. In grade eleven, they can take the test two times. In grade twelve, they have up to five times to take the test.



¹⁵ California Department of Education, DataQuest <http://data1.cde.ca.gov/dataquest>

Ventura County High School Juniors' Readiness for College¹⁶

The Early Assessment Program (EAP) exams in math and English are administered to high school juniors in each school district. The EAP measures students' readiness for the curriculum in the California State University system. Many Community Colleges throughout the State use students' EAP scores to determine course placement in math and English.



¹⁶ The California State university, Office of the Chancellor: Early Assessment Program (EAP) for College Readiness

High School Dropout Rates¹⁷

High School Dropout Rates					
	2006-07	2007-08	2008-09	2009-10	2010-11
Ventura County	3.9%	4.6%	3.9%	3.9%	3.6%
California	5.5%	4.9%	5.7%	4.6%	4.2%

Ventura County K-12 Students in Special Programs¹⁸

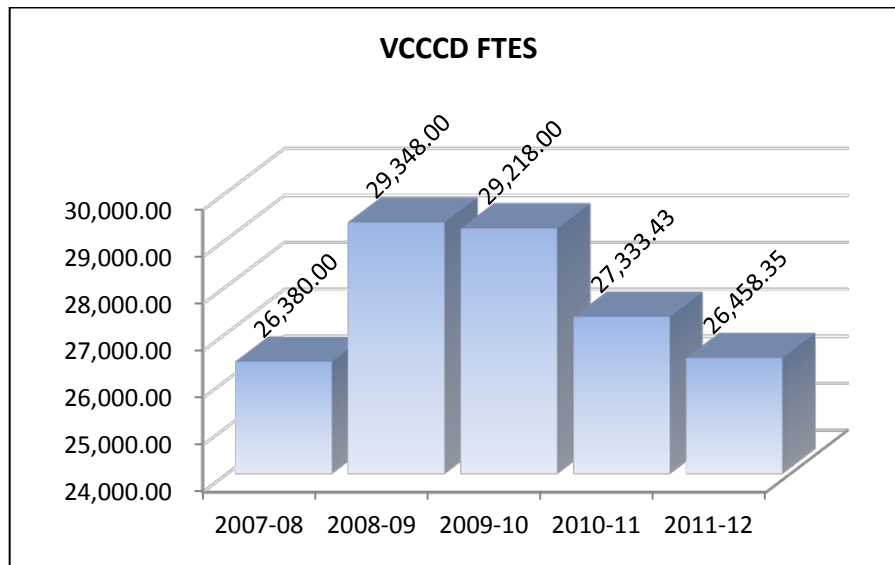
K-12 English Learners					
	2007-08	2008-09	2009-10	2010-11	2011-12
Ventura County	22.8%	23.2%	23.1%	22.6%	23.1%
California	24.7%	24.2%	23.7%	17.0%	22.3%

¹⁷ California Department of Education, DataQuest <http://data1.cde.ca.gov/dataquest/>

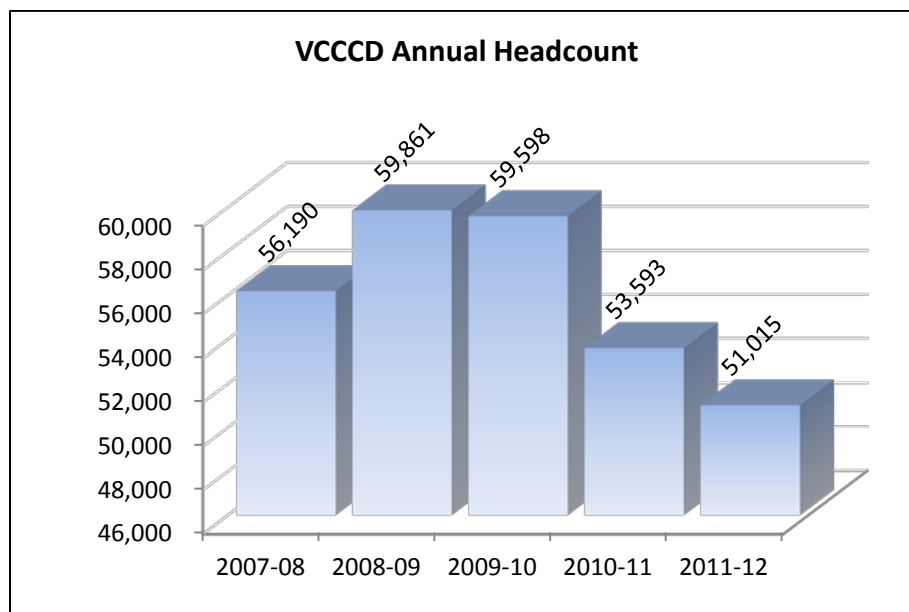
¹⁸ Education Data Partnership: Fiscal, Demographic, and Performance Data on California's K-12 Schools

Internal Environmental Scan

VCCCD: Annual Full-Time Equivalent Students¹⁹



VCCCD: Annual Full-Time Equivalent Students²⁰



¹⁹ VCCCD Annual 320 Apportionment Report

²⁰ California Community College Chancellor's Office Datamart; VCCCD Annual Headcount is the sum of each college's unduplicated student headcount.

VCCCD Student Demographics²¹

Moorpark College Students by Race/Ethnicity						
	Annual 2009-2010		Annual 2010-2011		Annual 2011-2012	
	Count	%	Count	%	Count	%
Moorpark College Total	24,073	100%	22,226	100%	20,779	100%
African-American/Black	477	2.0%	471	2.1%	428	2.1%
Am. Indian/Alaskan Native	119	0.5%	102	0.5%	79	0.4%
Asian/Pacific Islander	2,372	9.9%	2,218	10.0%	1,949	9.4%
Hispanic	5,141	21.4%	5,211	23.4%	5,170	24.9%
Multi-Ethnicity	807	3.4%	772	3.5%	881	4.2%
White Non-Hispanic	14,375	59.7%	12,942	58.2%	11,842	57.0%
Unknown	782	3.2%	510	2.3%	430	2.1%

Oxnard College Students by Race/Ethnicity						
	Annual 2009-2010		Annual 2010-2011		Annual 2011-2012	
	Count	%	Count	%	Count	%
Oxnard College Total	12,924	100%	10,617	100%	9,998	100%
African-American/Black	449	3.5%	370	3.5%	326	3.3%
Am. Indian/Alaskan Native	63	0.5%	41	0.4%	38	0.4%
Asian/Pacific Islander	988	7.6%	772	7.3%	679	6.8%
Hispanic	8,422	65.2%	7,010	66.0%	6,545	65.5%
Multi-Ethnicity	252	1.9%	245	2.3%	247	2.5%
White Non-Hispanic	2,495	19.3%	2,051	19.3%	1,994	19.9%
Unknown	255	2.0%	128	1.2%	169	1.7%

Ventura College Students by Race/Ethnicity						
	Annual 2009-2010		Annual 2010-2011		Annual 2011-2012	
	Count	%	Count	%	Count	%
Ventura College Total	22,601	100%	20,750	100%	20,238	100%
African-American/Black	587	2.6%	532	2.6%	562	2.8%
Am. Indian/Alaskan Native	155	0.7%	135	0.7%	115	0.6%
Asian/Pacific Islander	1,389	6.1%	1,247	6.0%	1,111	5.5%
Hispanic	10,211	45.2%	9,810	47.3%	10,002	49.4%
Multi-Ethnicity	576	2.5%	652	3.1%	739	3.7%
White Non-Hispanic	9,002	39.8%	7,979	38.5%	7,408	36.6%
Unknown	681	3.0%	395	1.9%	301	1.5%

²¹ California Community College Chancellor's Office Datamart

VCCCD Students by Race/Ethnicity							
Students	Annual 2009-2010		Annual 2010-2011		Annual 2011-2012		County 2011
	Count	%	Count	%	Count	%	
Ventura CCD Total	59,598	100%	53,593	100%	51,015	100%	
African-American/Black	1,513	2.5%	1,373	2.6%	1,316	2.6%	1.7%
Am. Indian/Alaskan Native	337	0.6%	278	0.5%	232	0.5%	0.2%
Asian/Pacific Islander	4,749	8.0%	4,237	7.9%	3,739	7.3%	6.8%
Hispanic	23,774	39.9%	22,031	41.1%	21,717	42.6%	40.9%
Multi-Ethnicity	1,635	2.7%	1,669	3.1%	1,867	3.7%	2.2%
White Non-Hispanic	25,872	43.4%	22,972	42.9%	21,244	41.6%	47.9%
Unknown	1,718	2.9%	1,033	1.9%	900	1.8%	0.0%

VCCCD Students by Age							
Students	Annual 2009-2010		Annual 2010-2011		Annual 2011-2012		Calif. CCs 2011
	Count	%	Count	%	Count	%	
Ventura CCD Total	59,598	100%	53,593	100%	51,015	100%	
1 - < 18	5,851	9.8%	3,389	6.3%	2,680	5.3%	
18 & 19	15,561	26.1%	14,597	27.2%	14,082	27.6%	24.6%
20 to 24	18,912	31.7%	18,323	34.2%	18,162	35.6%	31.9%
25 to 29	6,681	11.2%	6,294	11.7%	6,250	12.3%	12.9%
30 to 34	3,351	5.6%	3,085	5.8%	2,904	5.7%	7.6%
35 to 39	2,402	4.0%	2,141	4.0%	1,873	3.7%	5.2%
40 to 49	3,938	6.6%	3,324	6.2%	2,952	5.8%	8.2%
50 +	2,896	4.9%	2,440	4.6%	2,110	4.1%	9.6%
Unknown	6	0.0%	0	0.0%	2	0.0%	0.0%

VCCCD Students by Gender							
Students	Annual 2009-2010		Annual 2010-2011		Annual 2011-2012		Calif. CCs 2011
	Count	%	Count	%	Count	%	
Ventura CCD Total	59,598	100.0%	53,593	100.0%	51,015	100.0%	
Female	32,951	55.3%	29,273	54.6%	27,448	53.8%	53.6%
Male	26,324	44.2%	24,182	45.1%	23,454	46.0%	45.3%
Unknown	323	0.5%	138	0.3%	113	0.2%	1.1%

VCCCD Faculty and Staff Demographics²²

Moorpark College Employees by Race/Ethnicity								
Employees	FT Faculty		PT Faculty		Classified		Manager/Supervisor	
	Count	%	Count	%	Count	%	Count	%
Moorpark College Total	162	100%	306	100%	117	100%	23	100%
African-American/Black	3	1.9%	10	3.3%	5	4.3%	2	8.8%
Am Indian/Alaskan Native	2	1.2%	2	0.7%	0	0	0	0
Asian/Pacific Islander	13	8.0%	22	7.2%	9	7.7%	1	4.3%
Hispanic	19	11.7%	22	7.2%	31	26.5%	1	4.3%
White Non-Hispanic	116	71.6%	200	65.3%	66	56.4%	17	73.9%
Unknown	9	5.6%	50	16.3%	6	5.1%	2	8.7%

Oxnard College Employees by Race/Ethnicity								
Employees	FT Faculty		PT Faculty		Classified		Manager/Supervisor	
	Count	%	Count	%	Count	%	Count	%
Oxnard College Total	89	100%	95	100%	75	100%	19	100%
African-American/Black	6	6.8%	2	2.1%	5	6.7%	1	5.2%
Am Indian/Alaskan Native	2	2.2%	2	2.1%	1	1.3%	0	0
Asian/Pacific Islander	6	6.7%	2	2.1%	5	6.7%	4	21.1%
Hispanic	28	31.5%	15	15.8%	25	33.3%	4	21.1%
White Non-Hispanic	45	50.6%	62	65.3%	36	48.0%	10	52.6%
Unknown	2	2.2%	12	12.6%	3	4.0%	0	0

Ventura College Employees by Race/Ethnicity								
Employees	FT Faculty		PT Faculty		Classified		Manager/Supervisor	
	Count	%	Count	%	Count	%	Count	%
Ventura College Total	135	100%	321	100%	127	100%	22	100%
African-American/Black	5	3.8%	14	4.4%	4	3.1%	1	4.5%
Am Indian/Alaskan Native	1	0.7%	1	0.3%	4	3.1%	1	4.5%
Asian/Pacific Islander	12	8.9%	17	5.3%	7	5.5%	0	0
Hispanic	22	16.3%	33	10.3%	46	36.2%	7	31.8%
White Non-Hispanic	87	64.4%	224	69.8%	56	44.1%	13	59.1%
Unknown	8	5.9%	32	10.0%	10	7.9%	0	0

²² VCCCD 4th Week Snapshot. District data are derived by summing the data reported for each campus and therefore employees, particularly part-time faculty, are counted multiple times if they teach at more than one campus.

VCCCD Employees by Race/Ethnicity								
Employees	FT Faculty		PT Faculty		Classified		Manager/Supervisor	
	Count	%	Count	%	Count	%	Count	%
Ventura CCD Total	386	100%	722	100%	387	100%	78	100%
African-American/Black	14	3.6%	26	3.6%	17	4.4%	6	7.6%
Am Indian/Alaskan Native	5	1.3%	5	0.7%	5	1.3%	1	1.3%
Asian/Pacific Islander	31	8.0%	41	5.7%	24	6.2%	6	7.6%
Hispanic	69	17.9%	70	9.7%	120	31.0%	13	16.5%
White Non-Hispanic	248	64.2%	486	67.3%	198	51.2%	51	64.6%
Unknown	19	4.9%	94	13.0%	23	5.9%	2	2.5%

VCCCD Employees by Age								
Employees	FT Faculty		PT Faculty		Classified		Manager/Supervisor	
	Count	%	Count	%	Count	%	Count	%
Ventura CCD Total	386	100%	722	100%	387	100%	79	100%
20 – 29	3	0.8%	20	2.8%	15	4%	0	0%
30 – 39	64	16.6%	102	14.1%	77	20%	5	6%
40 – 49	94	24.4%	137	19.0%	92	24%	19	24%
50 – 59	132	34.2%	204	28.3%	138	36%	39	49%
60 +	93	24.1%	260	36.0%	65	17%	16	20%
Average Age		51		54		48		52

VCCCD Employees by Gender								
Employees	FT Faculty		PT Faculty		Classified		Manager/Supervisor	
	Count	%	Count	%	Count	%	Count	%
Ventura CCD Total	386	100%	722	100%	387	100%	79	100.0%
Female	213	55.2%	343	47.5%	235	60.7%	48	60.8%
Male	173	44.8%	379	52.5%	152	39.3%	31	39.2%

VCCCD Student Majors

VCCCD Students, Fall 2012	# Students
Undecided/Undeclared Majors	4711
Students Declaring a General Studies Major, Fall 2012	# Students
Gen Studies: Arts and Humanities	1661
Gen Studies: Social & Behavioral Science	513
Gen Studies: Natural Sciences	633
Gen Lib Arts & Science	372
Gen Studies: Liberal Studies	296
Gen Studies: Holistic Studies	47
Transfer Certification	616
Students Declaring a Discipline Specific Major, Fall 2012	# Students
Nursing	2973
Biological Sciences	1451
Criminal Justice	1320
Child Development	1206
Business, General	989
Psychology Transfer	967
Engineering Technology	939
Business Management	936
Business Administration	650
Accounting	602
Psychology	571
Business Marketing	563
Art, Fine Arts	439
Fire Technology	328
Radiological Technology	328
Computer Information Systems	313
Mathematics	304
Automotive Technology	299
Communication Studies	296
English	287
Sociology Transfer	270
Sociology	259

Computer Science	258
Business Transfer	257
Chemistry	234
Music	231
Graphic Design	209
Exotic Animal Training	204
Television/Radio/Film	200
Art, Studio Arts	198
Dental Hygiene	195
Photography	194
Addictive Disorders Studies	180
Medical Assistant	177
History	173
Theatre Arts	167
Culinary Arts	162
Physical Education/Kinesiology	150
Health Science	141
Journalism	135
Animal Science	130
Biotechnology	126
Anthropology	125
EMT: Paramedic Studies	125
Construction Technology	115
Kinesiology Transfer	111
Computer Network Sys Engineering	104
Electronics Technology	102
Environmental Science	102
Legal Assisting	100
Human Services	98
Commercial Art	91
Multimedia	91
Political Science	88
Communication Studies Transfer	87
Behavioral Science	79
Spanish	79

Water Science	79
Welding Technology	79
Architecture	78
Vocational-Other	76
International Studies	75
Philosophy	73
Dance	68
Economics	68
Air Conditioning/Refrigeration	66
Health Information Technology	66
Drafting Technology	60
Interior Design	57
Political Science Transfer	57
Physics	56
Social Sciences	50
Administrative Assistant	49
Addictive Disorders CJS	44
Dental Assisting	39
Radio/Television/Film	38
Auto Body & Fender Repair	33
Restaurant Management	29
Physical Science	26
Archeology	25
Premedical	25
Geology	23
Agricultural/Plant Science	21
Geography	21
Fashion Design/Merchandising	18
Bilingual/Cross-Culture	17
Recreation	14
Liberal Arts	13
Manufacturing Technology	13
Environmental Technology	11
Foreign Language	11
Astrophysics/Astronomy	10

History Transfer	9
Theatre Arts Transfer	8
Art, Studio Arts Transfer	7
Early Child Education, CSU Transfer	7
Holistic Studies	7
Marine Studies	7
Natural Resources	7
Office Microcomputers	7
Pre-Dental	7
Chicano Studies	6
Coastal Environmental	6
Interpretation: ASL & English	5
Landscape Management	5
Criminal Justice Transfer	3
Home Economics	3
Real Estate	3
Art History Transfer	2
Business Supervision	2

The VCCCD Colleges are beginning to ask students to identify their intended program of study (as opposed to declaring a major). Students will only be allowed to choose a program of study that has been officially inventoried with the California Community Colleges Chancellor's Office. In addition, the Colleges are increasing the number of transfer degree programs to their curriculum in response to Senate Bill 1440, the Student Transfer Achievement Reform Act, which took effect in the fall of 2011. The Colleges are just beginning to see the effects of these transitions.

VCCCD Student Goals²³

VCCCD Students by Declared Educational Goal						
Students	Fall 2009		Fall 2010		Fall 2011	
	Count	%	Count	%	Count	%
Ventura CCD Total	18,232	100%	16,543	100%	14,897	100%
Transfer with AA/AS Degree						
Transfer only	3,595	19.7%	3,892	23.5%	3,886	26.1%
AA/AS only	2,508	13.8%	2,671	16.1%	2,580	17.3%
Certification	767	4.2%	740	4.5%	737	4.9%
Career Prep/Advancement	2,662	14.6%	2,519	15.2%	2,152	14.4%
Improve Skills/Personal Enrichment	1,293	7.1%	1,094	6.6%	888	6.0%
High School Credit	1,351	7.4%	760	4.6%	521	3.5%
Other	873	4.8%	904	5.5%	893	6.0%
Undecided	4,752	26.1%	3,696	22.3%	3,015	20.2%
Unknown	431	2.4%	267	1.6%	225	1.5%

Students are asked to update their educational goal during each registration period. We can expect to see an increase in students with a goal to transfer with an AA/AS Degree as additional transfer degree programs become available.

VCCCD Students Enrolled in Distance Education²⁴

VCCCD Distance Education Enrollments						
Enrollments	Annual 2010-2011		Annual 2011-2012		Annual 2012-2013	
	# Sections	Enrolled	# Sections	Enrolled	# Sections	Enrolled
Ventura CCD Total	604	18,649	558	18,113	499	16,795
Moorpark	323	7,925	272	7,709	171	6,250
Oxnard	82	2,009	89	2,883	147	4,430
Ventura	199	8,715	197	7,521	181	6,115

Moorpark College decreased the number of distance education courses available in response to the needs of the campus in attempt to gain enrollment efficiencies. Many of the distance education courses became “hybrid,” requiring a portion of the weekly contact hours to be completed onsite, purposely discouraging out-of-county enrollments, allowing for county residents greater access to college courses. While Oxnard College expanded the number of their distance education offerings, Ventura College decreased the number of its online courses in an attempt to review and act upon the differences in student success and completion rates between its on-ground and online courses.

²³ VCCCD 4th Week Snapshot

²⁴ VCCCD Historical Data, Banner: Current Courses. Enrollments reported for courses coded as Distance education as defined by Method of Instruction.

VCCCD Student Enrollment and Placement in Writing/Composition, Math, or Reading

Over half of the VCCCD students enrolling in their first writing/composition course in fall 2011 or spring 2012 elected to enroll in a transfer-level writing course, and just over one third of the students enrolling in their first Math course in fall 2011 or spring 2012 elected to enroll in a transfer level math course.

Writing/Composition Enrollment, Fall 2011-Spring 2012			
Levels Below Transfer	Course	Total	% of Those Enrolled
Transfer Level	Freshman Composition	4,219	57.3%
1 level below transfer	Introduction to College Writing; etc.	2,027	27.5%
2+ levels below transfer	Grammar and Writing Skills	1,116	15.2%
Total Enrollment in Writing/Composition		7,632	

Math Enrollment, Fall 2011-Spring 2012			
Levels Below Transfer	Course	Total	% of Those Enrolled
Transfer Level	College Algebra or higher	2,476	34.2%
1 level below transfer	Intermediate Algebra	1,714	23.6%
2+ levels below transfer	Elementary Algebra and below	3,058	42.1%
Total Enrollment in Math		7,248	

Reading Enrollment, Fall 2011-Spring 2012			
Levels Below Transfer	Course	Total	% of Those Enrolled
1 level below transfer	College Reading Skills	77	14.0%
2+ levels below transfer	Reading Skills	472	86.0%
Total Enrollment in Reading		549	

VCCCD Students Having Earned Greater than 90 Units²⁵

VCCCD Students Reaching 90 Cumulative Units		
Fall 2012 Cohort (32,730 Students)	Students	% of Total Student Population
Over 90 Units Earned (Cumulative)	2,238	6.8%
Over 90 Degree Applicable Units Earned (Cumulative)	1,359	4.2%

²⁵ VCCCD Historical Data, Banner: Term GPA Data

VCCCD Students Served by Categorical Programs

VCCCD Students Participating in CalWORKs Program									
Students	Annual 2009-2010			Annual 2010-2011			Annual 2011-2012		
	VCCCD Population	CalWORKs Population	CalWORKs Participation Rate	VCCCD Population	CalWORKs Population	CalWORKs Participation Rate	VCCCD Population	CalWORKs Population	CalWORKs Participation Rate
Ventura CCCD Total	59,598	843	1.4%	53,593	636	1.2%	51,015	553	1.1%
Moorpark College	24,073	76	0.3%	22,226	53	0.2%	20,779	56	0.3%
Oxnard College	12,924	411	3.2%	10,617	336	3.2%	9,998	264	2.6%
Ventura College	22,601	356	1.6%	20,750	247	1.2%	20,238	233	1.2%

VCCCD Students Participating in Disabled Students Program and Services									
Students	Annual 2009-2010			Annual 2010-2011			Annual 2011-2012		
	VCCCD Population	DSPS Population	DSPS Participation Rate	VCCCD Population	DSPS Population	DSPS Participation Rate	VCCCD Population	DSPS Population	DSPS Participation Rate
Ventura CCCD Total	59,598	2,806	4.7%	53,593	2,713	5.1%	51,015	2,635	5.2%
Moorpark College	24,073	1,098	4.6%	22,226	1,019	4.6%	20,779	1,061	5.1%
Oxnard College	12,924	522	4.0%	10,617	493	4.6%	9,998	429	4.3%
Ventura College	22,601	1,186	5.2%	20,750	1,201	5.8%	20,238	1,145	5.7%

VCCCD Students Participating in Extended Opportunity Program and Services									
	Annual 2009-2010			Annual 2010-2011			Annual 2011-2012		
	VCCCD Population	EOPS Population	EOPS Participation Rate	VCCCD Population	EOPS Population	EOPS Participation Rate	VCCCD Population	EOPS Population	EOPS Participation Rate
Ventura CCCD Total	59,598	2,249	3.8%	53,593	1,763	3.3%	51,015	1,837	3.6%
Moorpark College	24,073	459	1.9%	22,226	280	1.3%	20,779	306	1.5%
Oxnard College	12,924	978	7.6%	10,617	865	8.1%	9,998	861	8.6%
Ventura College	22,601	812	3.6%	20,750	618	3.0%	20,238	670	3.3%

VCCCD Students Receiving Financial Aid²⁶

VCCCD Students Receiving Financial Aid									
	Annual 2009-2010			Annual 2010-2011			Annual 2011-2012		
	VCCCD Population	Financial Aid Population	Fin Aid Participation Rate	VCCCD Population	Financial Aid Population	Fin Aid Participation Rate	VCCCD Population	Financial Aid Population	Fin Aid Participation Rate
Ventura CCCD Total *	59,598	18,964	31.8%	53,593	19,431	36.3%	51,015	22,072	43.3%
Moorpark College	24,073	5,453	22.7%	22,226	6,088	27.4%	20,779	7,344	35.3%
Oxnard College	12,924	6,935	53.7%	10,617	6,451	60.8%	9,998	7,093	70.9%
Ventura College	22,601	9,094	40.2%	20,750	9,826	47.4%	20,238	11,292	55.8%

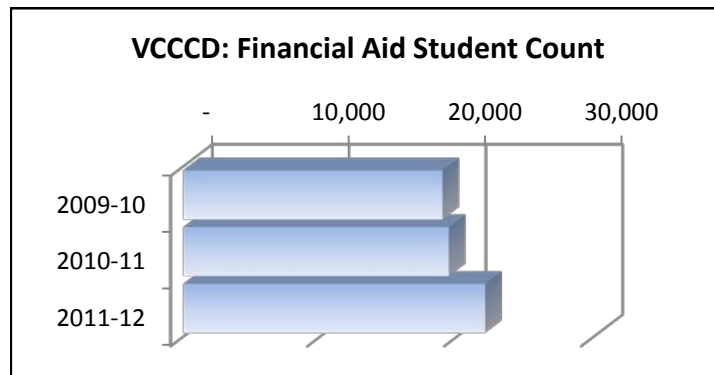
*Students receiving aid at multiple campuses are only counted once in the Ventura CCCD Total

VCCCD Type of Financial Aid Received			
	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012
Ventura CCD Total	59,598	53,593	51,015
Board of Governors Waiver	31.3%	35.4%	42.2%
Grants	11.9%	16.1%	23.1%
Loans	1.6%	1.8%	2.9%
Work Study	0.5%	0.4%	0.5%

VCCCD Students Nearing Lifetime Federal Pell Grant Eligibility (600%) ²⁷				
	450% to 599% Nearing Lifetime Cap		600% or Greater Reached Lifetime Cap	
Pell Grant Disbursements	Count	% vs. Pell Disb	Count	% vs. Pell Disb
VCCCD (9,567 Pell Disbursements)	366	4%	87	1%
MC (2,626 Pell Disbursements)	125	5%	32	1%
OC (2,831 Pell Disbursements)	94	3%	19	1%
VC (4,125 Pell Disbursements)	147	4%	36	1%

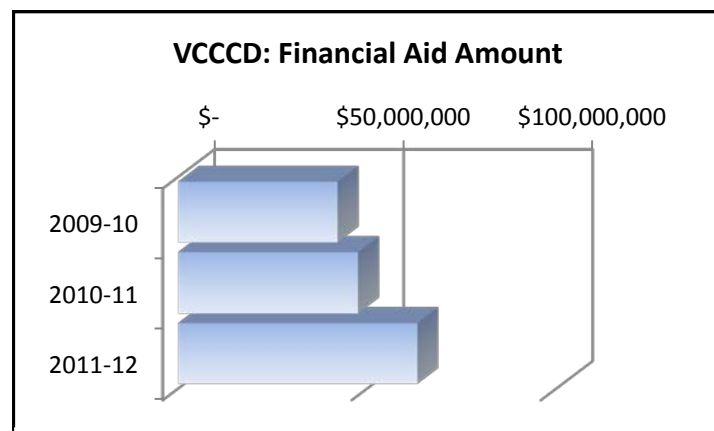
²⁶ California Community Colleges Chancellor's Office, Financial Aid Summary Report (January 30, 2013)

²⁷ VCCCD Students receiving Pell Grant Disbursements as of February 1, 2013; students are able to receive aid at multiple VCCCD Colleges during the identified academic year.



Between 2009-10 and 2011-12, the number of students receiving financial aid assistance has increased by 16 percent. This trend is expected to continue as the cost of education rises.

In 2012-13, financial aid eligibility requirements have changed, now requiring applicants to demonstrate high school completion.



Between 2009-10 and 2011-12, the amount of financial aid assistance received has increased by 50 percent. As the cost of education rises, the dependence upon financial aid assistance will increase.

VCCCD Degrees and Certificates Awarded by College²⁸

Academic Years/Award	VCCCD	Moorpark	Oxnard	Ventura
2008-09	3,451	1,511	762	1,178
Associates Degrees	2,933	1314	523	1096
Certificates	491	197	212	82
Transfer Certification	27	--	27	--
2009-10	3,604	1,600	776	1,228
Associates Degrees	2,754	1296	486	972
Certificates	456	172	183	101
Transfer Certification	394	132	107	155
2010-11	4,178	1,925	824	1,429
Associates Degrees	2,657	1156	511	990
Certificates	465	171	200	94
Transfer Certification	1,056	598	113	345

VCCCD Numbers of Transfers²⁹

Academic Years/Transfer Destination	VCCCD	Moorpark	Oxnard	Ventura
2008-09	1,944	1,141	208	595
CSU Transfers	1,516	845	179	492
UC Transfers	428	296	29	103
Out-of-State/In-State Private	1,063	529	183	351
2009-10	1,777	1,018	181	578
CSU Transfers	1,302	706	152	444
UC Transfers	475	312	29	134
Out-of-State/In-State Private	1,195	584	231	380
2010-11	2,167	1,201	234	732
CSU Transfers	1,672	885	200	587
UC Transfers	495	316	34	145
Out-of-State/In-State Private	not available			

²⁸ VCCCD Historical Data, Banner: Academic History

²⁹ CCCC; CPEC Transfer Pathways; CSU Analytical Studies; UCOP Institutional Research

VCCCD Occupational Preparedness – Licensure Exam Pass Rates

Health Science Programs ³⁰			
	2008-2009	2009-2010	2010-2011
Certified Nurse Assistant (Ventura College) ³¹	84%	82%	82%
Registered Nurse: NCLEX (Moorpark College) ³²	89%	88%	90%
Registered Nurse: NCLEX (Ventura College) ³³	92%	93%	96%
Radiologic Technology: AART (Moorpark College) ³⁴	97%	100%	100%

First Responders/Fire Academy			
EMT Basic Exam Pass Rates ³⁵	2008-2009	2009-2010	2010-2011
Moorpark College	n/a	80%	76%
Oxnard College	49%	65%	67%
Ventura College	84%	82%	82%
Paramedic Exam (Written and Practical) ³⁶			
Ventura College	100%	100%	100%
Firefighter #1 Program ³⁷			
Oxnard College	100%	100%	100%

Dental Hygiene (Oxnard College) ³⁸			
	2008-2009	2009-2010	2010-2011
National Board of Dental Hygiene Examination	100%	100%	100%
California Registered Dental Hygiene Examination	100%	100%	100%

Drug and Alcohol Counseling (Oxnard College) ³⁹			
	2008-2009	2009-2010	2010-2011
CAADE Drug / Alcohol Counseling Certificate	88%	--	86%

³⁰ ACCJC Annual Reports

³¹ Ventura College Website, Licensure Passage Rates

³² Department of Consumer Affairs, Board of Registered Nursing, <http://www.rn.ca.gov/schools/passrates.shtml>

³³ Department of Consumer Affairs, Board of Registered Nursing, <http://www.rn.ca.gov/schools/passrates.shtml>

³⁴ Moorpark College Website, Licensure Passage Rates

³⁵ National Registry EMT Pass Rates (Cumulative Pass Rate within 6 attempts), http://www.emsa.ca.gov/meetings/2011/03-23-11/08a_nrresultsattach.pdf

³⁶ Ventura College Director, School of Pre-Hospital and Emergency Medicine

³⁷ Oxnard College, Career and Technical Education

³⁸ Oxnard College, Career and Technical Education

³⁹ Oxnard College, Career and Technical Education

Automotive (Oxnard College)⁴⁰			
	2008-2009	2009-2010	2010-2011
CA Smog License Update (BAR Smog Tech)		96%	87%
CA Advanced Engine Performance	--	71%	--
CA Electrical Electronics	--	n = 8	--
CA Advanced & Basic Clean Air Car	--	31%	--
BAR Clean Air Car	--	--	52%
BAR Enhance Clean Air Car	--	--	52%
ASE A8 Alternate Exam	--	--	58%
ASE A6 Alternate Exam	n/a	29%	60%
Safety Pollution Prevention-Mechanical Safety	89%	83%	82%
Mechanical Pollution Certificate	100%	100%	100%
Safety Pollution Prevention-Supervisor Safety	100%	100%	100%

National Restaurant Association(NRA)⁴¹			
	2008-2009	2009-2010	2010-2011
NRA Certificate: Management	--	95%	97%
NRA Certificate: Supervision	--	90%	90%
NRA Certificate: Cost Control	--	95%	95%
NRA Certificate: Serve Safe	95%	95%	73%
NRA Certificate: Food Production	--	--	86%
NRA Certificate: Menu Marketing & Management	--	--	85%
NRA Certificate: Inventory and Purchasing	--	--	100%

Computer Networking (Oxnard College)⁴²			
	2008-2009	2009-2010	2010-2011
CompTIA A+ 601-Essentials	--	n=16	88%
CompTIA A+ 602-Essentials	--	(included above)	100%
CompTIA Network+	--	n=8	100%
CompTIA Security+	--	n=11	--
CompTIA Linux+	--	n=1	10%
Cisco CCENT/CCNA	--	n=3	67%
Overall Pass Rate	--	--	92%

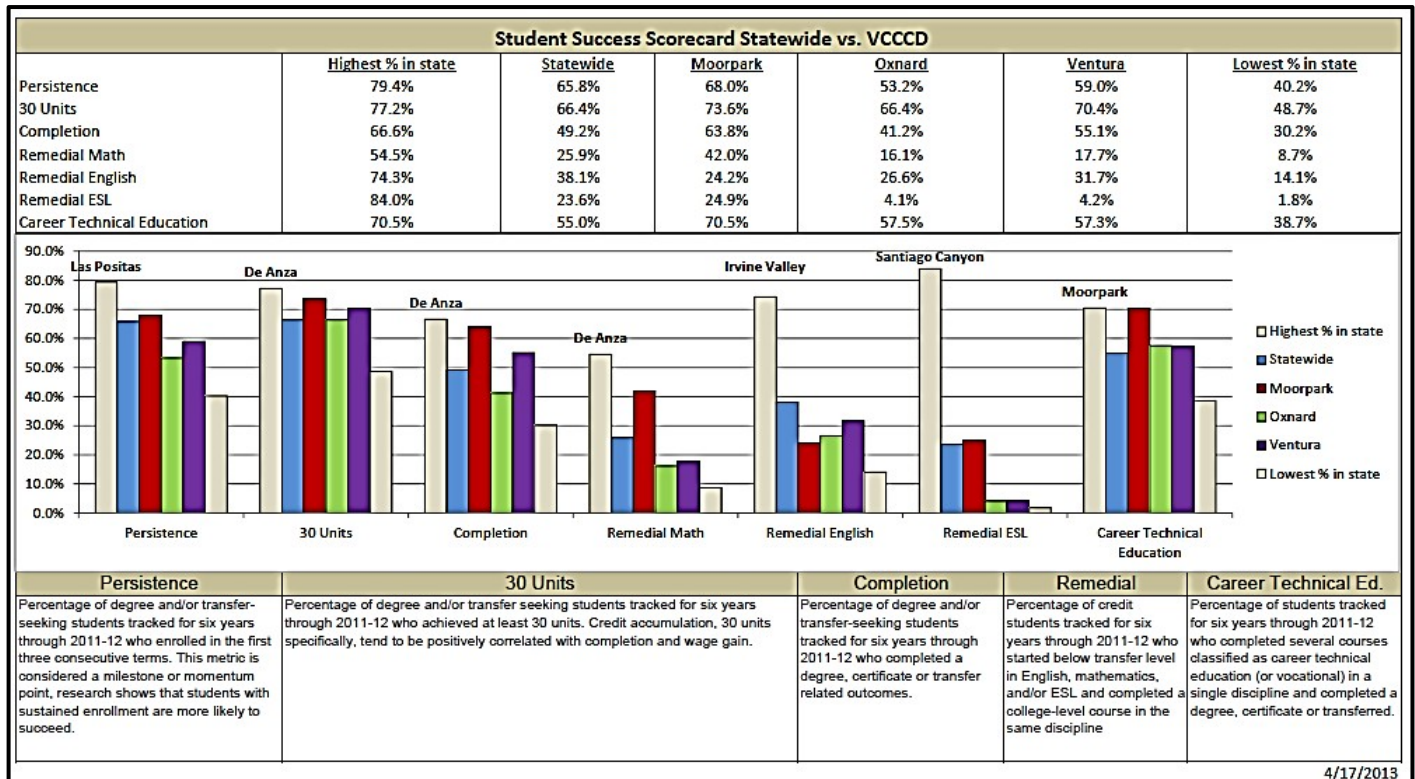
⁴⁰ Oxnard College, Career and Technical Education

⁴¹ Oxnard College, Career and Technical Education

⁴² Oxnard College, Career and Technical Education

VCCCD 2013 Student Success Scorecard⁴³

The tables below present a summary of the Student Success Scorecard data that is presented to the VCCCD Governing Board each spring. The California Community Colleges Board of Governors has established the Scorecard as a performance measurement system to track student success at all 112 community colleges. The data available in this scorecard tell how well colleges are doing in remedial instruction, job-training programs, retention of students and graduation and completion rates.



⁴³ California community College Chancellor's Office, Student Success Scorecard 2013

Appendix 5: Perceived Strengths, Weaknesses, Opportunities and Threats

As part of creating the framework for the focus group discussions that were held during the months of February, March, and April 2013, the participants were called upon to share their perceptions of the district's current strengths and weaknesses relative to the legislative, economic and cultural challenges ahead, and to identify possible external opportunities and threats based on their projections of the future. Common perceptions of organizational strengths, weaknesses, opportunities, and threats emerged as follows:

Strengths

- Faculty, staff, and the administration are experienced, resourceful, and dedicated to the colleges and the students they serve.
- The colleges are well respected by their communities.
- The recent focus on resolving accreditation issues has enabled the faculty and staff to be more proactive and united.
- Research and planning have been used to develop a balanced curriculum.
- Unique programs have been developed that meet the needs of the community.
- Sufficient mechanisms are in place to track student progress relative to new and proposed regulations.
- The three colleges have integrated planning, program review and budgeting processes.
- Significant progress has been made in the development of Senate Bill 1440/Transfer Model Curriculum associate degrees.
- There is an existing, developed technology and distance education infrastructure.
- To varying degrees, the College Foundations have been able to provide student scholarships to those who might not otherwise be able to attend college.
- The district and the colleges have modern, attractive facilities.
- Prudent budgeting systems have enabled the district and the colleges to weather the recent financial storm with most programs and services intact.
- The district and its colleges have been well represented on state commissions and committees.

Weaknesses

- Student enrollments have dropped due to funding caps, course reductions, and demographic changes; as growth funding is restored, it may be difficult to increase enrollments again, especially in light of new federal and state regulations.
- The district planning and program review systems and college enrollment management systems are not fully developed.
- High unit core classes consume an unusually high percentage of student schedules, making it difficult to complete degrees or certificates within the unit caps currently under state consideration.
- Numbering systems for equivalent courses are not consistent among the colleges, making it more difficult for students to organize their education plans if attending more than one college in the district.
- The colleges are not fully prepared to address the needs of students who are significantly lacking in basic skills.
- The schedule of classes has not consistently been developed from the perspective of avoiding overlapping time slots and other measures than would enable students to take heavier course loads

or to move through the system more quickly.

- Retention rates in some subject disciplines and in online classes are low.
- In some cases, there are multiple levels of prerequisites before students are able to take transfer level courses.
- Green technology has not been heavily promoted, either as a program or in the management of facilities.
- There is no convenient form of public transportation for students to travel between the colleges.
- All colleges in the district do not feel equally appreciated or supported; old “scripts” about who is valued and who is not continue despite changes in personnel or funding structures.
- Some required procedures are overly complex.
- Venues for communication within and among the colleges are limited.
- High levels of administrative and faculty turnover may result in the loss of institutional memory or in a change in organizational culture that is not desired.
- The collective bargaining agreements and the California Ed Code limit the ability of the district to rapidly respond to changing needs.
- There is a lack of formal training for all levels of employees.
- The infrastructure for a more robust online program (tutoring, testing, counseling, learning resources) is not fully developed.
- There is nothing in place that creates a welcoming environment for new employees or that communicates a district-wide desire to become a more positive, proactive, student-centered culture.
- The online courses have a higher rate of failure and it is difficult to assess the degree to which there is ongoing contact between online faculty and their students.
- Individual colleges can feel outvoted by the others, creating a “tyranny of the majority.”
- There is a lack of district leadership in academic affairs.
- A focus on the district and the centralization of services is perceived as a restriction to innovation.

Opportunities

- The new and proposed regulations are designed to move students through the system more quickly. As continuing students are moved out, greater access for new students will result.
- Adult education offered on a college campus might serve as a solution for students who would not want basic skills courses to apply toward their lifetime unit caps or financial aid eligibility.
- The proposed regulations will provide an incentive for strengthening the educational pathways between high school, adult education, community colleges, and the state university system.
- Funding based on student completion will provide a motivation to develop and offer comprehensive retention support services.
- Early in their tenure at the colleges, students will be forced to identify a major and to develop an education plan, thus increasing the likelihood that they will move through the system with more focus and purpose.
- The district organizational structure could be improved in light of changing needs.
- Improvements in the health of the local economy could open more opportunities for program partners and sponsors.

- Proposition 39 could be used to promote greater use of green technologies and for the development of programs that support energy conservation.
- New technologies and a marketing infrastructure would position the district to promote the educational quality and relatively low cost of the three district colleges.
- Resignations and retirements in faculty, staff and administration provide the opportunity for fresh perspectives.
- The threats posed by the significant changes on the horizon provide a motivation for organizational transformation.
- The new Chancellor is more open to grant applications, and faculty are interested in and willing to work on grants in order to develop new programs and services.
- Community colleges may become a viable first choice for a wider spectrum of students as the CSU and UC systems continue to increase their fees and limit their enrollments.
- Evolving needs of the community could result in the development of new occupational programs.

Threats

- Enrollment and, consequently, funding may drop significantly as new regulations are implemented.
- Enrollment may also drop given that the number of county high school students is projected to decrease over the next several years.
- The communities served may feel alienated from the colleges as the traditionally broad mission of the colleges begins to narrow in focus.
- Externally developed massive online open courses (MOOCs) may draw enrollment away from the district.
- Internally developed MOOCs, if poorly designed, may pose a threat to quality instruction and to student success rates, and pose a problem for financial aid and residency determination purposes.
- The pressure for students to identify a goal during their first semester may result in students making poor educational plans/choices.
- Emphasis on completion, rather than enrollment, for apportionment purposes may lead to the lowering of academic standards.
- There appears to be a lack of political support for higher education.

Appendix 6: Focus Group Participants

The following individuals participated in the focus group discussions held during the months of February and March 2013 and/or in the large-group Open Space Forum conducted in April 2013:

College and District Faculty, Staff, and Administrators:

Christine Aguilera	Rebecca Chandler	Catherine Faulkner
Brian Akers	Ashley Chelonis	Janice Feingold
Traci Allen	Albert Chen	Ralph Fernandez
Janette Amador	Martin Chetlen	Kathy Fink
Dave Anter	Paula Christensen	Abra Flores
Josepha Baca	Alicia Cobos	Cesar Flores
Connie Baker	Colleen Coffee	Ross Fontes
Lee Ballesteros	Barbara Cogert	Richard Forde
Karla Banks	Chris Cole	Dave Fuhrmann
Cynthia Barnett-Shelby	Patty Colman	Eva Gallardo
Blanca Barrios	Jenifer Cook	Ty Gardner
Sile Bassi	John Cooney	Clare Geisen
Mark Bates	Lupe Corral	Beth Gillis-Smith
Janeen Beard	Will Cowen	Brenda Griego
Lori Bennett	Jonas Crawford	Carmen Guerrero
Tricia Bergman	Gaylene Croker	Gloria Guevara
Sheena Billock	Tami Crudo	Sandra Gustafson
Cristobal Bohorquez	Eileen Crump	Faten Habib
Nathan Bowen	Howard Davis	Robbie Haines
Dana Boynton	Marlene Dean	Sandy Hajas
Bret Brack	Armine Derdarian	Naoko Hall
Stephanie Branca	Sona Dombourian	Jane Harmon
David Bransky	Robin Douglas	Tim Harrison
Susan Bricker	Kathy Downe	William Hart
Laura Brower	Sarah Downs	Dora Hartman
Nenagh Brown	Steve Doyle	Bill Hendricks
Lorraine Buckley	Nan Duangpun	Hugo Hernandez
Karen Bulger	Richard Duran	Carmen Herrera
Michael Bush	Riley Dwyer	Jeff Hiben
Marie Butler	Sharon Dwyer	Carol Higashida
Robert Cabral	Diane Eberhardy	Laura Hilton
Michael Callahan	Pam Eddinger	Kim Hoffmans
Robin Calote	Amy Edwards	Lisa Hopper
Connie Campos	Ishita Edwards	Andrea Horigan
Sabrina Canola	Rex Edwards	Chris Horrock
Rhonda Carlson	Erika Endrijonas	Gwen Huddleston
Marian Carrasco Nungaray	Amanda Enfield	Kevin Hughes
Graciela Casillas-Tortorelli	Karen Engelsen	Cindy Hulce
Carolyn Inouye	Jeff Erskine	Becky Hull
Maureen Jacob	Lynda Etman	Darlene Inda
	Patricia Ewins	Iris Ingram
	Mary Mills	Tom Stough
	Nancy Mitchell	Jan Straka

Sue Johnson
 Grant Jones
 Mary Jones
 Kelly Kaastad
 Linda Kamaila
 David Keebler
 Robert Keil
 Keenan Kibrick
 Henny Kim
 Bola King-Rushing
 Karen Kittrell
 Alex Kolesnik
 Marcel Koressa
 Kim Korinke
 Lori Kramer
 Jeff Kreil
 Dan Kumpf
 Cari Lange
 Masi Lashkari
 Frances Lewis
 Erika Lizee
 Olivia Long
 Gloria Lopez
 Annette Loria
 Julie Lovejoy
 Victoria Lugo
 Jerry Lulejian
 Alex Lynch
 Chris Mainzer
 Sharon Manakas
 Rachel Marchioni
 Eric Martinsen
 Sandy Mason
 Melanie Masters
 Patty Mazuca
 Jill McCall
 Ron McClurkin
 Rita McKinney
 Beth Megill
 Darlene Melby
 Sandy Melton
 Jim Merrill
 Rachel Messinger
 Irene Miller
 Joanna Miller
 Sharon Miller

 Anthony Garcia
 Victor Garcia

Jamillah Moore
 Terry Morris
 Bob Moskowitz
 Paula Munoz
 Samantha Murphy
 Valeria Nicole
 Peder Nielsen
 Tom O'Neil
 Raquel Olivera
 Leo Orange
 Karen Osher
 Connie Owens
 Sharon Oxford
 Jennifer Parker
 Zenaida Pena
 Denise Pope
 Marc Prado
 Natawni Pringle
 Lisa Putnam
 Judith Ramos
 Maureen Raunchfuss
 Jeanette Redding
 Mary Rees
 Scarlet Relle
 Linda Resendiz
 Dan Reyna
 Branki Rieger
 Danielle Rodriguez
 Malia Rose
 Mati Sanchez
 Ramiro Sanchez
 Linda Sanders
 Art Sandford
 Kathleen Schrader
 Terry Schukart
 Kathy Scott
 Diane Scrofano
 Peter Sezzi
 Tatyana Shaffer
 Ken Sherwood
 Lisa Shoemaker
 Sydney Sims
 John Sinutko
 Kay Snow
 James Song
 Julius Sokenu

 Paulina Reyes
 Bernice Rodriguez

Rosie Stutts
 Norbert Tan
 Margaret Tennant
 Tracy Tennenhouse
 Richard Torres
 Rick Trevino
 Deborah Tyson
 Rosalinda Valenzuela
 Ana Maria Valle
 Dan Vieira
 Gail Warner
 Michael Webb
 Anthony Williams
 Suzette Williams
 Gary Wilson
 Brenda Woodhouse
 Cat Yang
 Beatriz Zizumbo
 Gerardo Zucca

College Students:

Julia Aceves
 Sylvia Ameda
 Joshua Anguiano
 Joe Arellano
 Terry Baudere
 Gina Beas
 Megan Blumenthal
 Monica Burke
 Ivan Calderon
 Cassandra Castellanos
 Jovita Chaboya
 Daniel Chavez
 Manuel Corona
 Esmeralda Cortes
 Nicholas Cortes
 Amanda Crockett
 Margie Cruz
 Brittney Daniels
 Cristina Diaz
 Rosie Diaz
 Seranquia Duplechan
 Yvonne Estrada
 Cristina Figueroa
 Diane Gaines

 Tim Carpenter
 Loredana Carson

Raul Gavino
 Azmena Gonzales
 Alejandra Gonzalez
 Carlos Gonzalez
 John Guerra
 Debbie Guzman
 Misty Hasan
 Lisette Hernandez
 Sarah Higgenbotham
 Dennis Holloway
 Jamia-Lyn Hope
 Laura Horton
 Ma Jeanette
 Julie Johnson
 Sarah Kaufan
 Malissa Leyva
 Margaret Lopez
 Christian Manzo
 Juliet Marcos
 Arcelia Martinez
 Ilse Maymes
 Trevor Medlen
 Samantha Murphy
 Noemi Nava
 Dominick O’Leary
 Sarah Ortega
 Evelyn Osterhout
 Ezer Pamintuam
 Spencer Penuela
 Joe Perez
 Jennifer Peterson
 Stephanie Pinedo
 Meil Polakovic
 William Ralph
 Rachel Ramirez
 Heather Replum

Nicholas John Rodriguez
 Ariana Ruiz
 Daisy Ruiz
 Vanesa Ruiz
 Sinuhe Sabido
 Cindy Samano
 Victoria Schumm
 Stacy Serra
 Jazmin Seth
 Alexandra Silva
 Juan Smith
 Thomas Sullivan
 Christopher Swinton
 Deborah Talmage
 Alejandro Valdivia
 Elibet Valencia
 Nishith Vandebona
 Patricia Vega
 Laura Weber
 Jennifer Zaragona

Members of the VCCCD Board of Trustees:

Stephen Blum
 Arturo Hernandez
 Larry Kennedy
 Dianne McKay
 Bernardo Perez
 Arthur Valenzuela

Community Representatives:

Tom Anthony
 Jim Baird
 Tim Blaylock

Amy Cherot
 Valerie Chrisman
 Cecilia Cuevas
 Harry Culotta
 Jorge Garcia
 Anil Garg
 Jim Gilmer
 Debbie Golden
 Tony Grey
 Claudia Harrison
 Cheryl Hartman
 Cheryl Heitman
 Jess Hernandez
 Marybeth Jacobsen
 Chris Kimball
 Florence LaManno
 George Lauterbach
 Irma Lopez
 Stan Mantooth
 Roseann Mikos
 Joe Milligan
 Cheryl Moore
 Bill Pratt
 Richard Regnier
 Nicholas Rodriguez
 Rene Rodriguez
 Ted Schneider
 Ellen Smith
 Norbert Tan
 Anthony Volante
 John Walker
 Byron Ward
 John Wooley
 Lucas Clay Zucker

The following individuals served as discussion facilitators for the focus groups and the Open Space Forum: Lee Ballestero, Lori Bennett, David Bransky, Susan Bricker, Robin Calote, Sharon Dwyer, Erika Endrijonas, Sandy Hajas, Hugo Hernandez, Kevin Hughes, Bola King-Rushing, Jerry Lulejian, and Terry Schukart.

Diane Moore served as the external facilitator for the Open Space Forum.

Appendix 7: Visions of the Future

The Open Space Forum held on April 15, 2013 closed with an exercise in which participants completed a written sentence that summarized their hopes for the future of the Ventura College Community College District. Their individual thoughts are provided below as the collective vision of those who participated most closely in the preparation of this planning document.

“My hope for the future is...”

- That we have resources for more teaching and learning in more diverse fields.
- That the district secures additional funding for increased student access and opportunities.
- That there is increased collaboration and communication between the district schools, further shared ideas, and data that show we are all working on the same goal.
- That there will be an increased positive collaboration between the campuses and the district office.
- That the district continues in a forward trajectory and does not become fragmented with the major changes in leadership.
- That we become a leader in the state with student success, graduation, and transfer.
- That core classes have the same name and units.
- That we focus on the immense talent that exists and develop a program/system for leadership that will take the district forward.
- That the district increase its ability to enhance/sustain services to the educationally disadvantaged by identifying them and ensuring access and success.
- That the district becomes more student focused and faculty driven.
- That there is an increase in persistence and student success across all demographics on campus.
- That we reach agreement that all students deserve an opportunity to be educated at low cost...even if they don't complete...but that we remain focused on services relating to transfer and certificates.
- That we become more collegial between colleges. No badmouthing of each other. But also more events where we work together as colleges, as departments, as committees. So much can be gained by getting to know one another.
- That we focus more on students in all we do.
- That we have continued collaboration.
- That we make more student-centered decisions.
- That we have a collegial relationship and clear direction.
- That the needs of students will be met, i.e. student services and caring faculty who teach and help them learn through innovative methods.
- That we survive the next decade intact, as three independent but collaborative colleges and a district wide support center, contributing to a robust Ventura County Economy, the rich and diverse culture of the county.
- That we have better leadership succession planning to preserve college culture and quality.
- That we continue to be more than just transfer colleges. That we serve the whole community.
- Increase collegiality.
- That we will remain (and grow) as a comprehensive and transfer-oriented college district that will continue to provide a solid foundation for transfer. That we will continue to offer two learning tracts to students, one academic and one vocational.
- That we increase our students' success in reaching their transfer or career goal by twofold and that their pathways are clear and timely.
- That we think big. Where do we want to be ten years from now, then go back and fill in the how-to.

- That there is continued existence of all three campuses, that all three campuses are supportive of each other and valued for their contribution to the district as a whole, and that we remain responsive to the community needs and the various diversity of groups that compose the community.
- That there will be the creation of a unified, collaborative system that focuses on “students first,” that emphasizes the creation of the K-16 pipeline that is well-integrated to obtain synergistic student success results.
- That we continue to provide excellence in education to the community and the students we serve by providing basic skills, career/vocational programs, and transfer credits, and that we continue to assess ourselves and change/adapt to modern times to help students to achieve their educational goals.
- That we maintain a safe, clean environment for our students, staff, and faculty.
- That we reaffirm our commitment to put students first!
- That we stay accredited, develop a succession plan, develop a chief instructional officer position at the district level, eliminate the EVP model and use VPs for student services and instruction separately.
- That student success will become the primary goal of all members of the district.
- That we consider change, as needed, to help us improve. The state is changing and we have to do so too if we hope to meet requirements and accountability. We have to be open to new ideas.
- That the district fully embraces the student success initiative in a meaningful way for all students at all three colleges.
- That we build better working relationships with our sister colleges and the district office to accomplish common goals.
- That [the colleges] be funded more equitably so that [they have] the resources to meet the needs of [their] students and community.
- That the district will be willing to seize the future in order not to become irrelevant.
- That bridges are built between the colleges and also the district so that we are one of the best community college districts in the state.
- That we become a student centered high performance organization.
- That we develop into a better-linked set of colleges that support both student learning and faculty development, that the faculty model for our students hard work and a love for learning.
- That the district remains economically viable and strong.
- That the district becomes a robust place that supports student learning in support of knowledge and wealth creation within a framework of sustainability and innovation, and that we model and embrace the same skills, values, knowledge and practices that we impart to our students.
- That there are much improved transfer rates throughout the district.
- That the majority of our students will graduate and move onto universities or jobs, and that we will build a strong district wide consolidated online education program that supports faculty and students.
- That the district has sustained growth with commensurate funding.
- That each college develops in accordance with the community each serves.
- That the colleges continue to provide academic and support services for educationally disadvantaged students to ensure access and success.
- That we become a vehicle that is very effective in providing students with the tools to lead successful lives.
- That the district becomes more efficient with its funds so that it can support more academic programs.
- That we really become “student centered” in our planning, decision-making, budgeting, and actions.
- That we grow together to create a strong community college district that has student success first in mind.