

The district's six-year Master Plan identifies over-arching goals and objectives that serve as the foundation for the Strategic Plan, the Technology Plan, and the Facilities Plan.

# Master Plan, 2013-2019

Ventura County Community  
College District

Ventura Community College District Board of  
Trustees, September 2013

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## Contents

Introduction .....	1
Description of the District Planning Process .....	2
Development of the 2013-2019 Master Plan .....	3
Planning Assumptions.....	6
Organizational Overview.....	7
Environmental Scan .....	9
Perceived Strengths, Weaknesses, Opportunities and Threats.....	13
Our Strategic Goals .....	16
<i>Goal: Increase the timely student completion of degrees, certificates, and transfer majors.</i> .....	16
<i>Goal: Increase student success.</i> .....	16
<i>Goal: Remain competitive in the online market.</i> .....	16
<i>Goal: Partner more effectively to meet community needs.</i> .....	17
<i>Goal: Maintain organizational vitality.</i> .....	17
<i>Goal: Promote fiscal stability and the effective use of organizational resources.</i> .....	18
Appendix 1: Environmental Scan .....	19
External Environmental Scan .....	19
<i>Ventura County Population, Actual and Forecast</i> .....	19
<i>Ventura County Race and Ethnicity</i> .....	20
<i>Ventura County Age and Gender</i> .....	21
<i>College-Going Rates: Ventura County Compared to State of California</i> .....	21
<i>County Jobs</i> .....	25
<i>Job Growth</i> .....	25
<i>Concentration of Employment</i> .....	26
<i>Wages</i> .....	26
<i>Ventura County K-12 Students in Special Programs</i> .....	33
Internal Environmental Scan.....	34
<i>VCCCD: Annual Full-Time Equivalent Students</i> .....	34
<i>VCCCD Faculty and Staff Demographics</i> .....	36
<i>VCCCD Student Majors</i> .....	37
<i>VCCCD Student Goals</i> .....	41

<i>VCCCD Students Enrolled in Distance Education</i> .....	41
<i>VCCCD Student Enrollment and Placement in Writing/Composition, Math, or Reading</i> .....	42
<i>VCCCD Students Having Earned Greater than 90 Units</i> .....	43
<i>VCCCD Students Served by Categorical Programs</i> .....	43
<i>VCCCD Students Receiving Financial Aid</i> .....	44
<i>VCCCD Degrees and Certificates Awarded by College</i> .....	47
<i>VCCCD Numbers of Transfers</i> .....	47
<i>VCCCD Occupational Preparedness – Licensure Exam Pass Rates</i> .....	48
<i>VCCCD 2013 Student Success Scorecard</i> .....	50
Appendix 2: Focus Group Participants .....	51
Appendix 3: Visions of the Future .....	54

## Introduction

The state of higher education in California is in flux, with an increasing trend toward the greater use of accountability measures by non-educators 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! Another 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. 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 anymore.

John Wooden had two adages that we should bear in mind as we plan for the future of the VCCCD: "Failing to prepare is preparing to fail," and "Flexibility is the key to stability." While we do not control the actors in Sacramento, Novato, or Washington, D.C., who increasingly seem to control and 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.

Whether or not the governor's proposals are adopted, the simple truth of the matter is that things which formerly seemed impossible are not so impossible after all. 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.

## 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 Chancellor's 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.

Each year the Chancellor's Consultation Council produces an annual *District Effectiveness Report* for the Board of Trustees. This report, which is presented to the Board during their annual planning session, 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.

## Development of the 2013-2019 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 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 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 Chancellor’s 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 demographics

6. High school graduation numbers and 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, 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 on 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 70+ 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:** In May 2013, the first draft of the proposed *Master Plan* was shared with the college and district constituent groups. Consultation Council received the feedback on this draft and made modifications to the draft where necessary. The draft report was also reviewed and discussed by the Board of Trustees in June 2013, as part of their annual Board Planning Meeting. Work continued on a second draft of the plan during July 2013, and the revised document was shared with college and district constituent groups in August 2013.

**Adoption:** Consultation Council finalized the draft of the Master Plan in August 2013, and the plan was presented to the Board of Trustees in September 2013 for discussion and in October 2013 for adoption.



## **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 on completion (rather than enrollment at census) is likely.
- 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.
- 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 to 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.

## **Organizational Overview**

### **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 Ventura Junior College was founded shortly after. 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.

### **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.

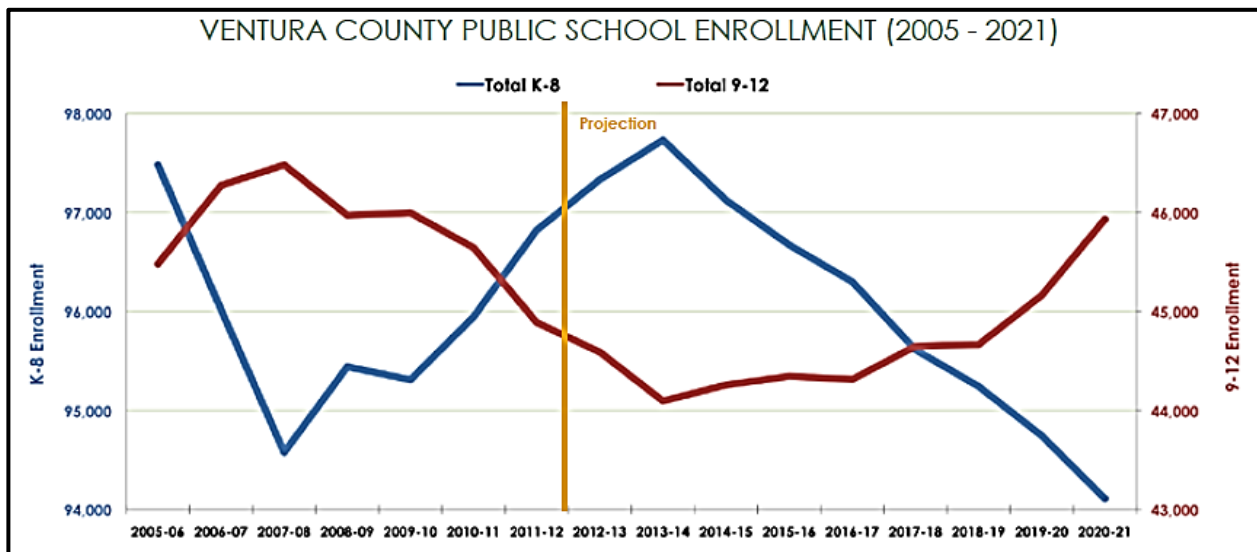
## Environmental Scan

An external and internal scan was conducted to provide a context for the master planning discussions and the development of goals and objectives. Reviewing the data, several trends were identified:

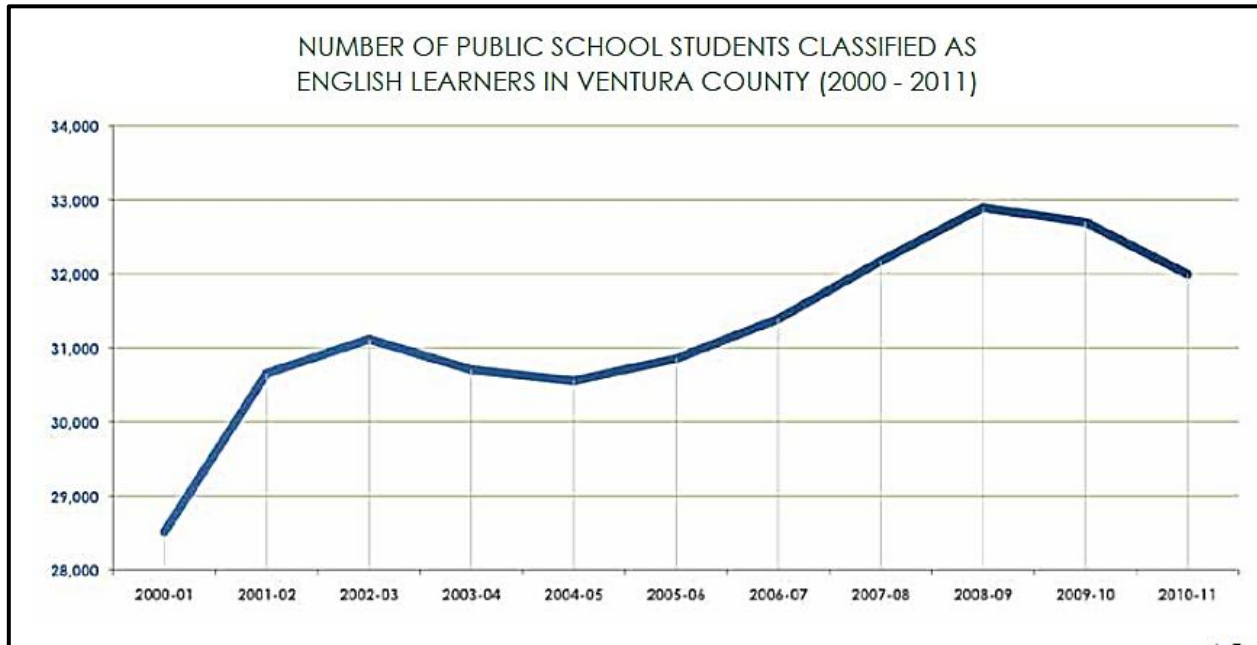
(Note: all charts in this section were taken from the Ventura County Civic Alliance *2013 State of the Region Report*.)

### External:

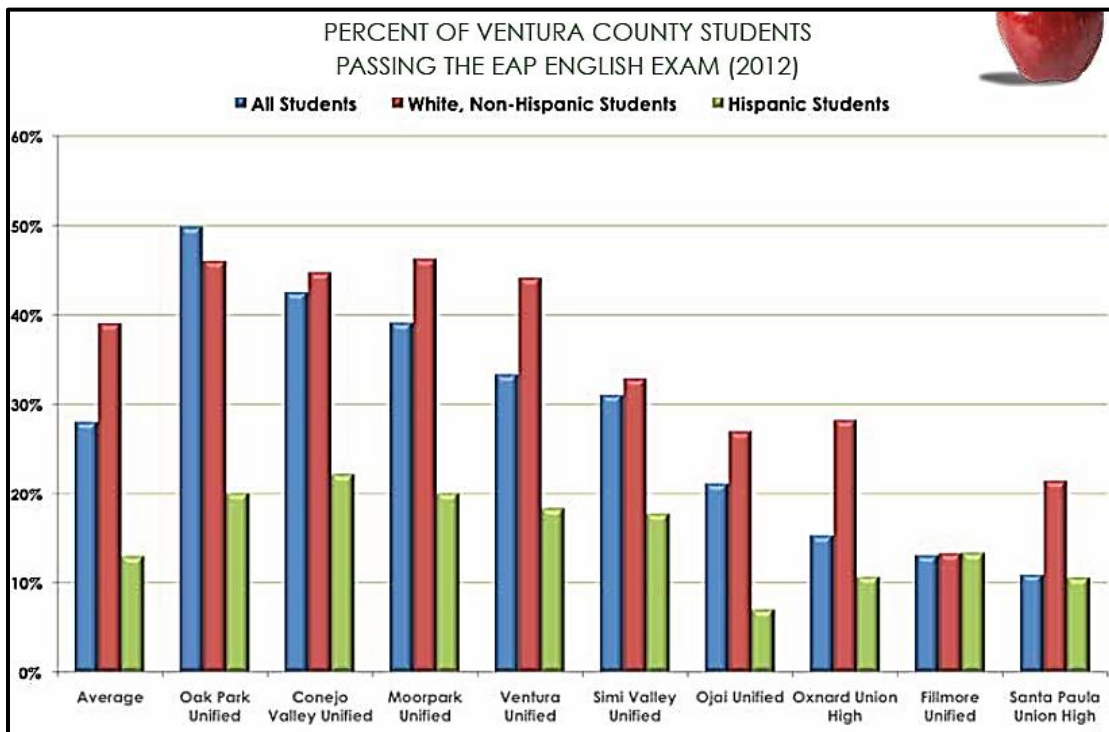
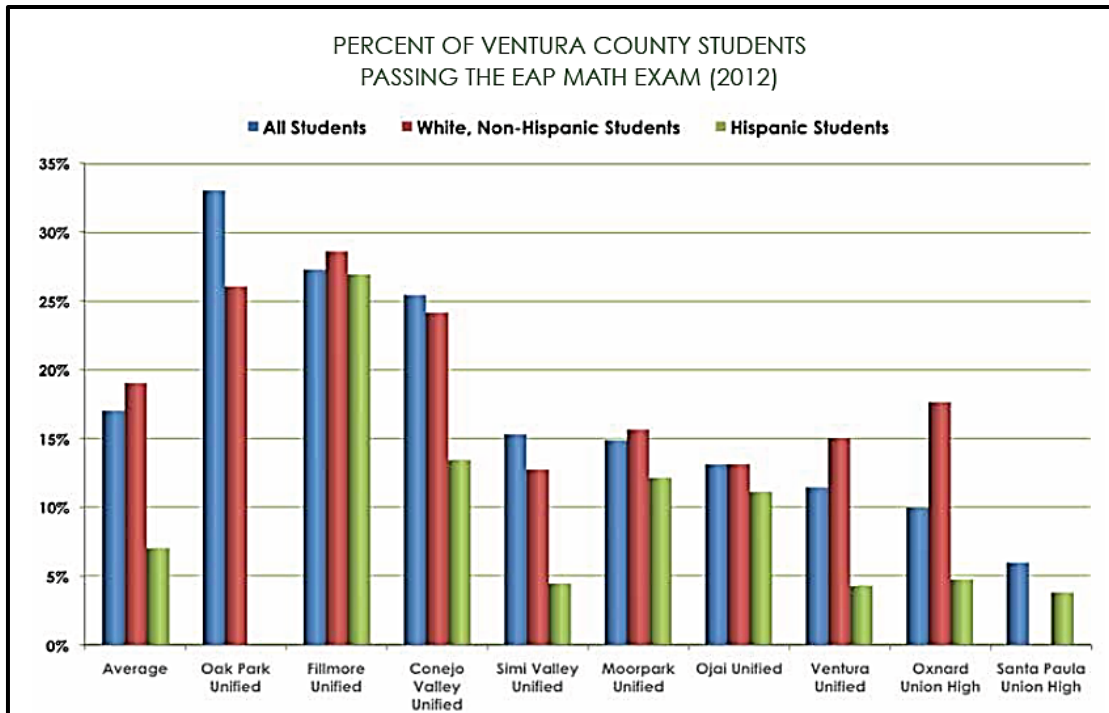
- **Population growth is expected to remain minimal during the county's economic recovery.** Cities projected to have the highest percentage of growth include Santa Paula, Fillmore, Moorpark and Ojai, while the city projected to have the largest growth in numbers is Oxnard.
- **The county's population is aging.** While the overall size of the population will remain relatively the same, the proportion in each age category will change. Over the next decade, the county is expected to experience a 17% decline in residents between the ages of 18 to 24, a 37% increase in residents aged 25 to 29, and a 28% increase in residents aged 50 and above.
- **The proportion of county residents who are non-white has increased.** Over the last ten years, the Hispanic population has increased by 35%, the Asian population has increased by 39%, and the Caucasian population has decreased by 7%.
- **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.



- **The number of English language learners in the public school system has increased.** The number of English learners in Ventura County public schools grew steadily from 2004-05 to 2008-09. The population is expected to remain in flux; as some students improve their English and graduate out of special programs, they are replaced by new students with limited English skills.



- **Regional employment is clustered into a limited number of industry sectors.** Jobs in government, retail, manufacturing, health care, social services, food services, agriculture, finance, waste management, scientific and technical services, and wholesale trade represent 84% of all jobs in the region. The highest concentrations of projected employment through 2018 are expected to be in the sectors of agriculture, finance, manufacturing, food services, and retail trade.
- **Preparation for college among high school juniors varies by the communities served.** Early Assessment Program (EAP) scores in math and English (which measure students' readiness for the curriculum in the California State University System), show wide variations among public school districts and between white, non-Hispanic students and Hispanic students.



**Internal:**

- **Enrollment has fluctuated in response to changing regulations and state-imposed enrollment caps.** Over the last five years, the number of full-time equivalent students rose dramatically and then returned to its former level, with this decrease largely due to intentional reductions in the class schedule to reflect the state-imposed caps on funded apportionment.
- **Significant percentages of the student populations participate in financial aid.** Moorpark College has a 35% participation rate, Ventura College has a 56% participation rate, and Oxnard College has a 71% participation rate. In addition, last year 42% of the students in the district received a Board of Governors fee waiver.
- **Over the next ten years, there will be significant turnover in the ranks of the full-time faculty and staff.** Currently 58% of the full-time faculty, 53% of the full-time classified staff, and 69% of the college and district management staff are age fifty or above.
- **Improvement is needed in completion rates for students who are unprepared for college in English, math and reading.** The Student Success Scorecard data show that a degree or certificate completion rate of only 34.5%-48.7% for students who initially placed in a remedial math, English or reading courses at the district's three colleges.

Charts found in the appendix to this document provide substantiation for these trends and context for the goals and objectives identified in the Master Plan.

## **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 that meets the demand of students.
- 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.
- Resignations and retirements in faculty, staff and administration provide the opportunity for fresh perspectives.
- 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 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 between the colleges are limited.
- High level of administrative and faculty turnover may result in 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 position the district to promote the educational quality and relatively low cost of the three district colleges.
- High faculty turnover is expected in near future, creating the opportunity to bring in new 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 more crowded 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 until systemic reforms can be 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.
- Massive online open courses (MOOCs), if poorly developed, may draw enrollment away from the district, may also 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.
- Increasing regulations at the state and federal levels have placed us in a reactive (rather than proactive) mode, and have narrowed the focus and mission of community colleges in general.
- Enrollment and, consequently, funding may drop significantly until systemic reforms can be implemented.
- Although increasing emphasis on technology, students may not be able to afford technology.
- There appears to be a lack of political support for education.

## Our Strategic Goals

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

Objectives:

1. **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.
2. **Develop clear and highly structured visual and electronic instructional aids** for degrees, transfers, and certificates, indicating decision points and performance expectations.
3. **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.
4. **Identify and pilot models that will encourage students to enroll full-time.**
5. **Develop a more proactive/assertive mode of counseling and advisement** to 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 picking majors, and are given clear directions about the steps that need to be taken to complete their degrees or certificates.

***Goal: Increase student success.***

Objectives:

1. **Develop a comprehensive mandated orientation for all incoming students** to include educational planning, course sequencing for prerequisite completion, career pathway advising, financial aid planning, and counseling sessions at strategic points throughout their progress.
2. **Enhance professional development opportunities** to promote the use of classroom assessment, peer coaching, and other techniques that give classroom faculty a better sense of what needs to be modified to improve learning and that improve the ability of classroom faculty to teach to the variety of learning styles, to contextualize instruction, and to incorporate current learning theories.
3. **Develop more robust and effective ESL and basic skills programs**, or partner with Adult Education to offer no-cost 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. **Create opportunities for students to increase engagement** (including peer study groups, learning communities, cohorts, English and math camps, enhanced student activities).

***Goal: Remain competitive in the online market.***

Objectives:

1. **Develop fully-online degrees and certificate programs.**
2. **Enhance the use of mobile applications** that would enable students to participate in online classes via their smart phones.

3. **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.
4. **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.
5. **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.
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. **Use models from proprietary schools and the corporate world** to create and market more highly-visible online courses and services.

***Goal: 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) and the Ventura County Office of Education.
2. **Create better visibility in the community by attending and/or sponsoring community events.**
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, and the use of digital marketing and social media.

***Goal: Maintain organizational vitality.***

Objectives:

1. **Develop a shared vision statement and a unifying mission statement** that aspire to promoting 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: Promote fiscal stability and the effective use of organizational resources.***

Objectives:

1. **Allocate resources to achieve goals and objectives** established by the Board of Trustees.
2. **Increase and/or maintain sufficient levels of institutional effectiveness 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 increase the reserves for 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 1: Environmental Scan

### External Environmental Scan

#### *Ventura County Population, Actual and Forecast<sup>1</sup>*

Ventura County Population							
	Population Estimates *					Projections **	
	2000	2005	2010	2011	2012	2020	2040
<b>County Population</b>	<b>753,197</b>	<b>809,286</b>	<b>825,246</b>	<b>828,383</b>	<b>832,970</b>	<b>885,196</b>	<b>1,025,693</b>
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 6 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 ago.<sup>2</sup> Either way, population growth is expected to remain minimal during the county's economic recovery.

<sup>1</sup> 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

<sup>2</sup> *2013 State of the Region Report*. Ventura County Civic Alliance. February 2013.

### ***Ventura County Race and Ethnicity<sup>3</sup>***

<b>Ventura County Population by Race and Ethnicity</b>						
	<b>2000*</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
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
<b>Non-Hispanic:</b>						
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.

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<sup>3</sup>U.S. Census Bureau, American Community Survey Annual 1-Year Estimates

## Ventura County Age and Gender<sup>4</sup>

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

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

% Population Enrolled in College or Graduate School <sup>5</sup>					
	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 <sup>6</sup>					
	2007	2008	2009	2010	2011
Ventura County	51%	52%	51%	na	na
California	49%	48%	41%	na	na

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.

<sup>4</sup> California Department of Finance, Demographic Research Unit

<sup>5</sup> U.S. Census Bureau, American Community Survey Annual 1-Year Estimates

<sup>6</sup> 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 Attainment<sup>7</sup>

Ventura County Population by Educational Attainment						
	2000	2007	2008	2009	2010	2011
<b>Population 18 to 24 years</b>	<b>67,842</b>	<b>82,515</b>	<b>81,616</b>	<b>78,770</b>	<b>82,609</b>	<b>82,468</b>
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%
<b>Population 25 years and older</b>	<b>471,756</b>	<b>506,769</b>	<b>509,490</b>	<b>514,880</b>	<b>530,768</b>	<b>538,930</b>
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%
<b>Population 25 years and older</b>	<b>471,756</b>	<b>506,769</b>	<b>509,490</b>	<b>514,880</b>	<b>530,768</b>	<b>538,930</b>
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%

<sup>7</sup> U.S. Census Bureau, American Community Survey Annual 1-Year Estimates

## Income Level<sup>8</sup>

Ventura County Population (#Households) by Income Level *						
	2000	2007	2008	2009	2010	2011
<b>Total Population</b>	<b>243,503</b>	<b>255,668</b>	<b>256,944</b>	<b>260,249</b>	<b>265,904</b>	<b>265,192</b>
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 (dollars)	\$ 59,666	\$ 73,250	\$ 76,860	\$ 71,723	\$ 71,864	\$ 74,623
Average household income (dollars)	\$ 75,130	\$ 92,970	\$ 97,437	\$ 91,221	\$ 93,290	\$ 93,783

\*Each year reflects inflation-adjusted dollars.

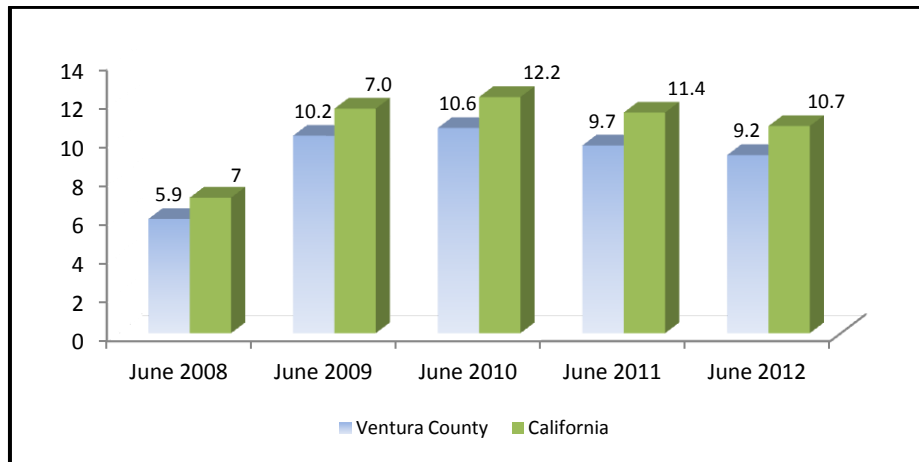
Ventura County Income Limits for 2012 <sup>9</sup>								
Income Category	Number of Persons in Household							
	1	2	3	4	5	6	7	8
Extremely Low	\$18,800	\$21,450	\$24,150	\$26,800	\$28,950	\$31,100	\$33,250	\$35,400
Very Low Income	\$31,300	\$35,750	\$40,200	\$44,650	\$48,250	\$51,800	\$55,400	\$58,950
Lower Income	\$47,400	\$54,150	\$60,900	<b>\$67,650</b>	<b>\$73,100</b>	\$78,500	\$83,900	\$89,300
Median Income	\$62,500	\$71,450	\$80,350	\$89,300	\$96,450	\$103,600	\$110,750	\$117,900
Moderate Income	\$75,000	\$85,700	\$96,450	\$107,150	\$115,700	\$124,300	\$132,850	\$141,450
<i>National Poverty Line</i>	<i>\$11,490</i>	<i>\$15,510</i>	<i>\$19,530</i>	<b><i>\$23,550</i></b>	<b><i>\$27,570</i></b>	<i>\$31,590</i>	<i>\$35,610</i>	<i>\$39,630</i>

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.

<sup>8</sup> U.S. Census Bureau, American Community Survey Annual 1-Year Estimates

<sup>9</sup> 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 Unemployment<sup>10</sup>



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 three big super-sectors – 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 (Source: EMSI Covered Employment 2013.1).

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 align 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.

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<sup>10</sup> California Employment Development Department

## 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%
<b>TOTAL</b>	<b>265,008</b>	<b>285,387</b>	<b>20,122</b>	

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%
<b>TOTAL</b>	<b>114,226</b>	<b>127,438</b>	<b>13,212</b>	

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.

<b>Concentration of Employment Projected Through 2018</b>						
<b>Description</b>	<b>2013 Jobs</b>	<b>2018 Jobs</b>	<b># Change</b>	<b>% Change</b>	<b>2013 L.Q.</b>	<b>2018 L.Q.</b>
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 though program and curriculum development decisions for the District should include careful consideration of other economic indicators (e.g. total number of jobs, wages, and overall growth).

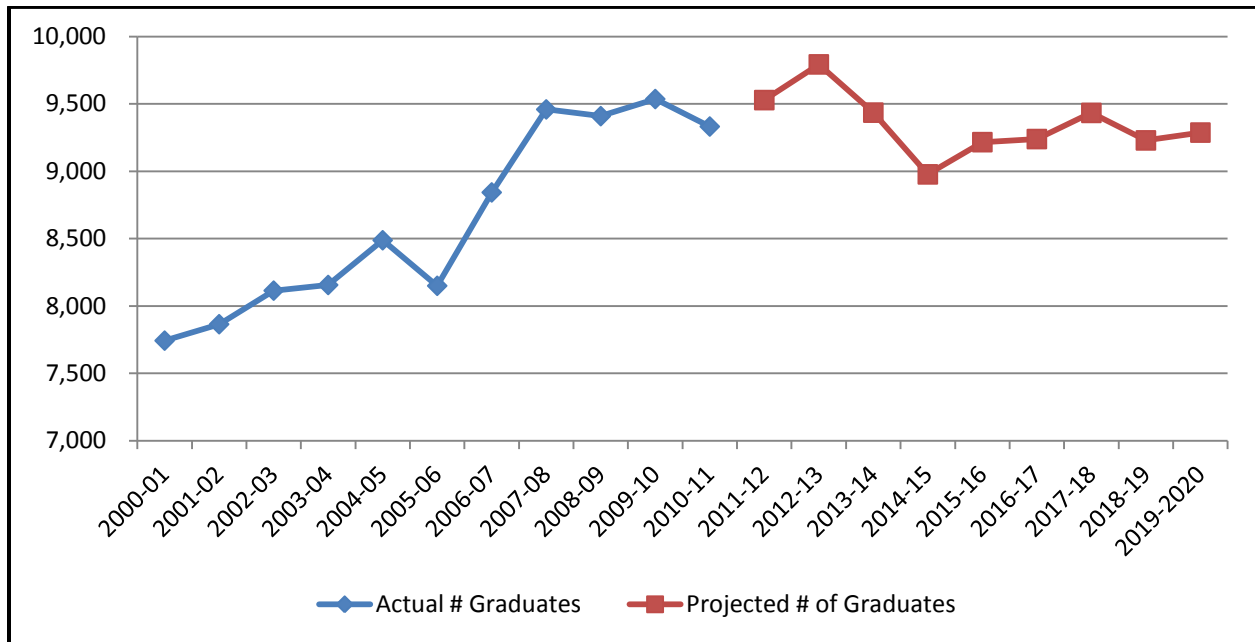
### ***Wages***

<b>High Wage Industries in Ventura County Projected Through 2018</b>					
<b>Description</b>	<b># 2013 Jobs</b>	<b># 2018 Jobs</b>	<b>2012 Wages and Salaries</b>	<b>2012 Supplements</b>	<b>2012 Earnings</b>
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 High School Graduates, Actual 11 and Projected <sup>12</sup>**



Ventura County has been experiencing increased numbers of high school graduates since the early 2000s, peaking in 2009-10. Projections indicate that the county will stabilize, graduating between 9,000 and 9,500 students each year through 2019-20.

<sup>11</sup> California Department of Education Data Quest

<sup>12</sup> California Department of Finance, Demographic Research Unit.

<http://www.dof.ca.gov/HTML/DEMOGRAP/ReportsPapers/Projections/Enrollment/K12-05/K12EnrlmntPrjctns2007.php>

## Ventura County K-12 Demographics <sup>13</sup>

K-12 Students by Ethnicity										
	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.

<sup>13</sup> Education Data Partnership: Fiscal, Demographic, and Performance Data on California's K-12 Schools



## High School Accountability Progress Index (API)<sup>14</sup>

<b>Ventura County High Schools</b>		<b>774</b>
<b>California</b>		<b>778</b>
<b>Conejo Valley Unified</b>		
Newbury Park High	867	Westlake High 878
Thousand Oaks High	841	Conejo Valley High (Continuation) 517
<b>Fillmore Unified</b>		
Fillmore Senior High	736	Sierra High (Continuation) 566
<b>Moorpark Unified</b>		
Moorpark High	816	The HS@MC 791
Community High (Continuation)	572	
<b>Oak Park Unified</b>		
Oak Park High	908	Oak View High 431
<b>Ojai Unified</b>		
Nordhoff High	776	Chaparral High (Continuation) 565
<b>Oxnard Union High</b>		
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
<b>Santa Paula Union High</b>		
Santa Paula High	745	Renaissance High (Continuation) 597
<b>Simi Valley Unified</b>		
Royal High	787	Simi Valley High 803
Santa Susana High	865	Apollo High (Continuation) 511
<b>Ventura Unified</b>		
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	
<b>Ventura County Office of Education</b>		
Gateway Community (Continuation)	418	Vista Real Charter High (Continuation) 631
Providence (Continuation)	612	

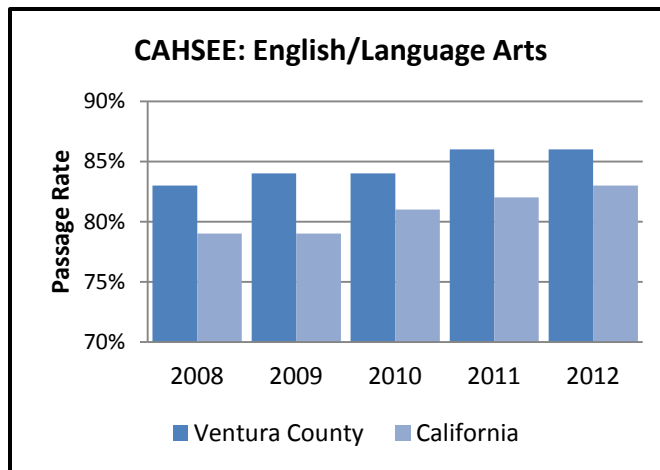
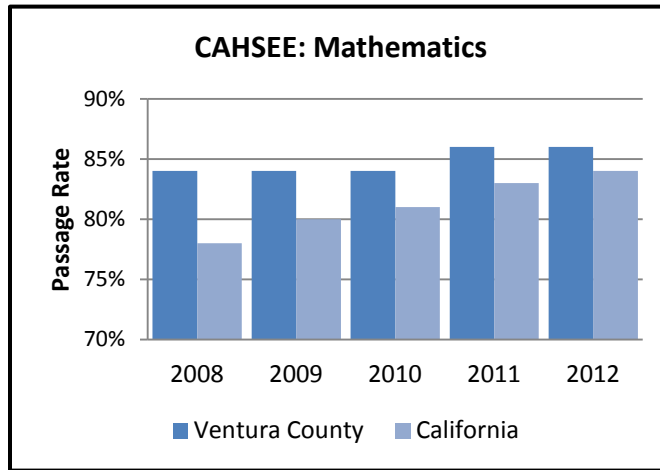
The Academic Performance Index (API) measures the performance and progress of a school based on results of statewide tests at grades two through twelve. A school's API is a composite number representing the results of these tests. The relative emphasis of different content areas in the API relative to 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%).

<sup>14</sup> California Department of Education. Data Quest: 2011-12 Accountability Progress Reporting (API)

### ***Ventura County High School Sophomores' Readiness for College***<sup>15</sup>

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 grade level skills in reading, writing, and math.

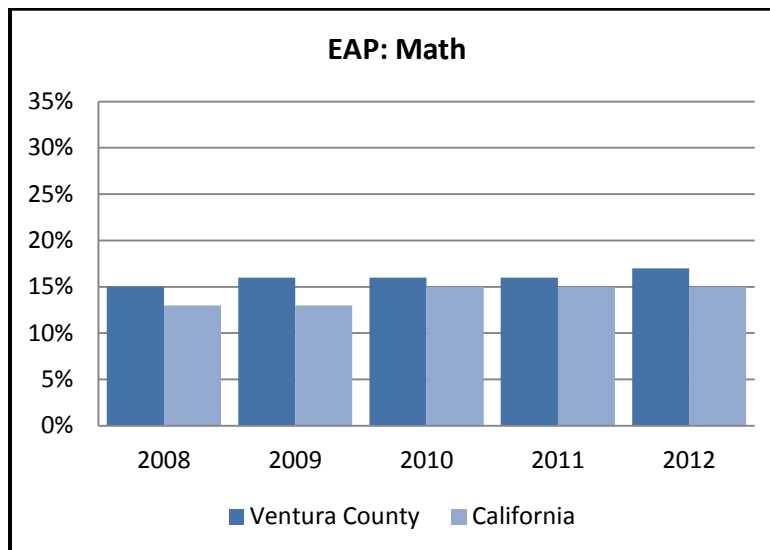
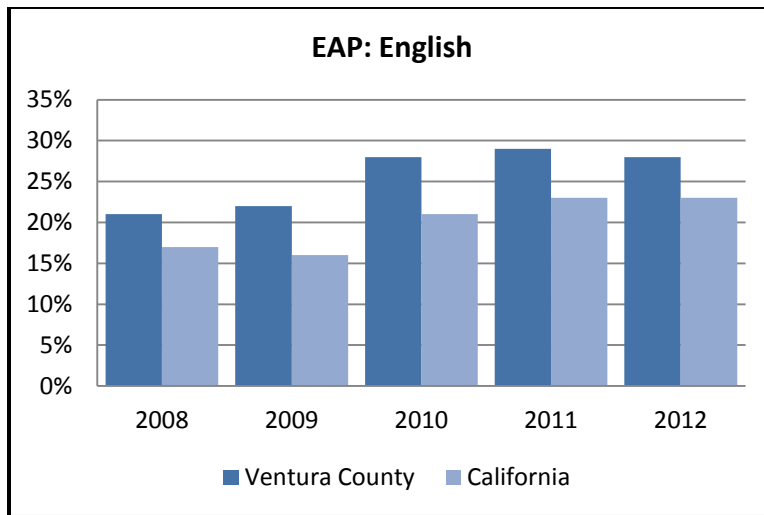
Students first take this test in grade ten. If they do not pass the test in grade ten, they have more chances to take the test. In grade eleven, they can take the test two times. In grade twelve, they have up to five times to take the test.



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

### ***Ventura County High School Juniors' Readiness for College<sup>16</sup>***

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.



<sup>16</sup> The California State University, Office of the Chancellor: Early Assessment Program (EAP) for College Readiness

### ***High School Dropout Rates<sup>17</sup>***

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 Programs<sup>18</sup>***

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%

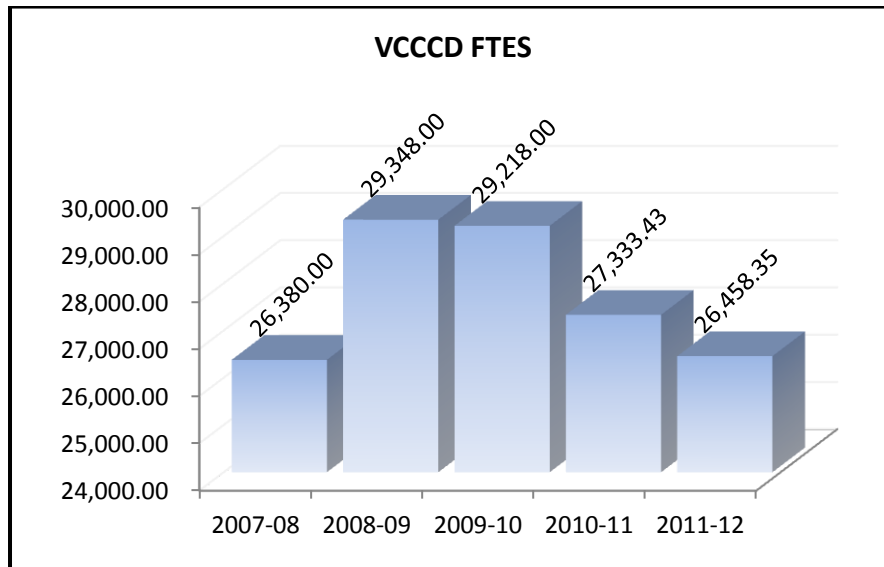
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<sup>17</sup> California Dept of Education, DataQuest <http://data1.cde.ca.gov/dataquest/>

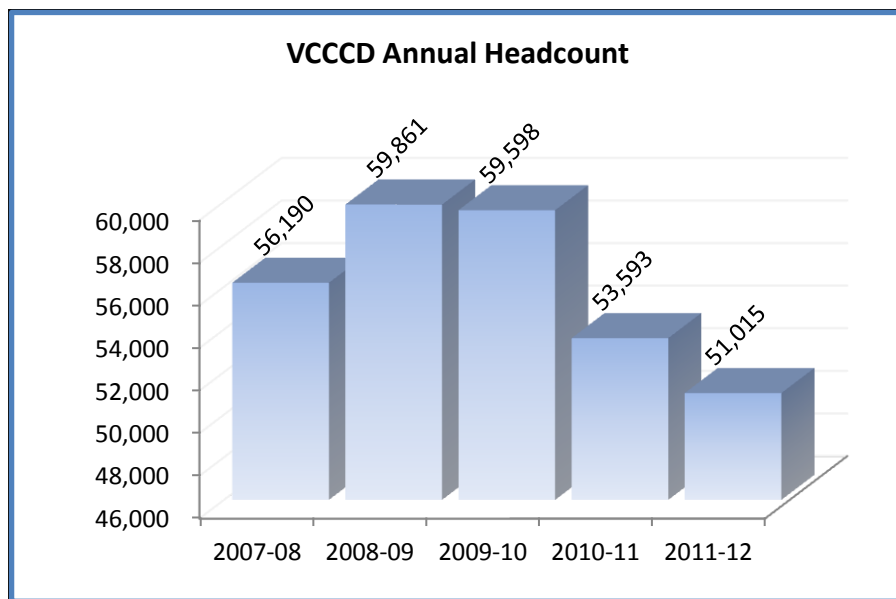
<sup>18</sup> Education Data Partnership: Fiscal, Demographic, and Performance Data on California's K-12 Schools

## Internal Environmental Scan

### **VCCCD: Annual Full-Time Equivalent Students<sup>19</sup>**



### **VCCCD: Annual Student-Headcount<sup>20</sup>**



<sup>19</sup> VCCCD Annual 320 Apportionment Report

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

## VCCCD Student Demographics<sup>21</sup>

VCCCD Students by Race/Ethnicity							
	Annual 2009-2010		Annual 2010-2011		Annual 2011-2012		County 2011
	Count	%	Count	%	Count	%	
<b>Ventura CCD Total</b>	<b>59,598</b>	<b>100%</b>	<b>53,593</b>	<b>100%</b>	<b>51,015</b>	<b>100%</b>	
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							
	Annual 2009-2010		Annual 2010-2011		Annual 2011-2012		Calif. CCs 2011
	Count	%	Count	%	Count	%	
<b>Ventura CCD Total</b>	<b>59,598</b>	<b>100%</b>	<b>53,593</b>	<b>100%</b>	<b>51,015</b>	<b>100%</b>	
1 - < 18	5,851	9.8%	3,389	6.3%	2,680	5.3%	24.6%
18 & 19	15,561	26.1%	14,597	27.2%	14,082	27.6%	
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							
	Annual 2009-2010		Annual 2010-2011		Annual 2011-2012		Calif. CCs 2011
	Count	2011	Count	%	Count	%	
<b>Ventura CCD Total</b>	<b>59,598</b>	<b>100.0 %</b>	<b>53,593</b>	<b>100.0%</b>	<b>51,015</b>	<b>100.0%</b>	
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%

<sup>21</sup> California Community College Chancellor's Office Datamart

## VCCCD Faculty and Staff Demographics<sup>22</sup>

VCCCD Employees by Race/Ethnicity								
	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								
	FT Faculty		PT Faculty		Classified		Manager/Supervisor	
	Count	%	Count	%	Count	%	Count	%
<b>Ventura CCD Total</b>	<b>386</b>	<b>100%</b>	<b>722</b>	<b>100%</b>	<b>387</b>	<b>100%</b>	<b>79</b>	<b>100%</b>
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								
	FT Faculty		PT Faculty		Classified		Manager/Supervisor	
	Count	%	Count	%	Count	%	Count	%
<b>Ventura CCD Total</b>	<b>386</b>	<b>100%</b>	<b>722</b>	<b>100%</b>	<b>387</b>	<b>100.0%</b>	<b>79</b>	<b>100.0%</b>
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%

<sup>22</sup> VCCCD 4<sup>th</sup> 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 Student Majors***

<b>VCCCD Students, Fall 2012</b>	<b># Students</b>
Undecided/Undeclared Majors	4711

<b>Students Declaring a General Studies Major, Fall 2012</b>	<b># Students</b>
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

<b>Students Declaring a Discipline Specific Major, Fall 2012</b>	<b># Students</b>
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 Goals<sup>23</sup>

VCCCD Students by Declared Educational Goal						
	Fall 2009		Fall 2010		Fall 2011	
	Count	%	Count	%	Count	%
<b>Ventura CCD Total</b>	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 Education<sup>24</sup>

VCCCD Distance Education Enrollments						
	Annual 2010-2011		Annual 2011-2012		Annual 2012-2013	
	# Sections	Enrolled	# Sections	Enrolled	# Sections	Enrolled
<b>Ventura CCD Total</b>	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.

<sup>23</sup> VCCCD 4<sup>th</sup> Week Snapshot

<sup>24</sup> 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.

<b>Writing/Composition Enrollment, Fall 2011-Spring 2012</b>			
<b>Levels Below Transfer</b>	<b>Course</b>	<b>Total</b>	<b>% of Those Enrolled</b>
Transfer Level	Freshman Composition	4219	57.3%
1 level below transfer	Introduction to College Writing; etc.	2027	27.5%
2+ levels below transfer	Grammar and Writing Skills	1116	15.2%
<b>Total Enrollment in Writing/Composition</b>		<b>7632</b>	

<b>Math Enrollment, Fall 2011-Spring 2012</b>			
<b>Levels Below Transfer</b>	<b>Course</b>	<b>Total</b>	<b>% of Those Enrolled</b>
Transfer Level	College Algebra or higher	2476	34.2%
1 level below transfer	Intermediate Algebra	1714	23.6%
2+ levels below transfer	Elementary Algebra and below	3058	42.1%
<b>Total Enrollment in Math</b>		<b>7248</b>	

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

### VCCCD Students Having Earned Greater than 90 Units<sup>25</sup>

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%

### VCCCD Students Served by Categorical Programs

VCCCD Students Participating in CalWORKs Program									
	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
<b>Ventura CCCD Total</b>	<b>59,598</b>	<b>843</b>	<b>1.4%</b>	<b>53,593</b>	<b>636</b>	<b>1.2%</b>	<b>51,015</b>	<b>553</b>	<b>1.1%</b>
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									
	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
<b>Ventura CCCD Total</b>	<b>59,598</b>	<b>2,806</b>	<b>4.7%</b>	<b>53,593</b>	<b>2,713</b>	<b>5.1%</b>	<b>51,015</b>	<b>2,635</b>	<b>5.2%</b>
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%

<sup>25</sup> VCCCD Historical Data, Banner: Term GPA Data

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 Aid<sup>26</sup>***

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

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

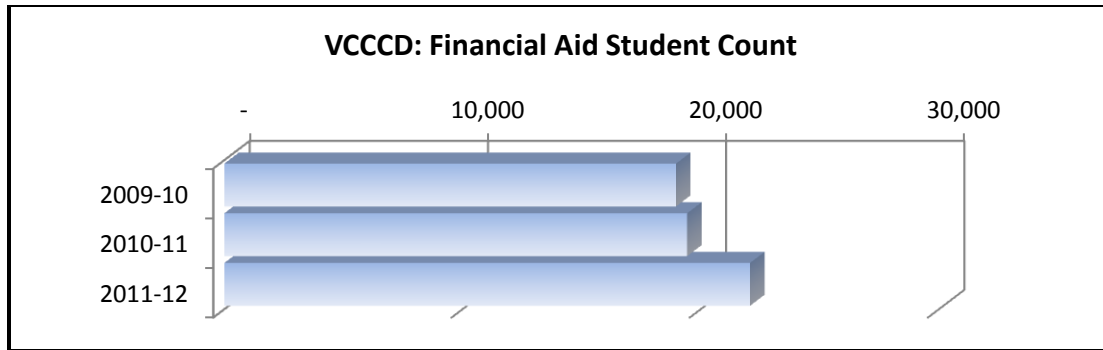
VCCCD Type of Financial Aid Received			
	Annual 2009-2010	Annual 2010-2011	Annual 2011-2012
<b>Ventura CCD Total</b>	<b>59,598</b>	<b>53,593</b>	<b>51,015</b>
Board of Governors Waiver	31.3%	35.4%	42.2%
Grants	11.9%	16.1%	23.1%
Loans	1.6%	1.8%	2.9%
Work Study	0.5%	0.4%	0.5%

VCCCD Students Nearing Lifetime Federal Pell Grant Eligibility (600%) <sup>27</sup>				
	450% to 599% Nearing Lifetime Cap		600% or Greater Reached Lifetime Cap	
	Count	% vs. Pell Disb	Count	% vs. Pell Disb
<b>Pell Grant Disbursements</b>				
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%

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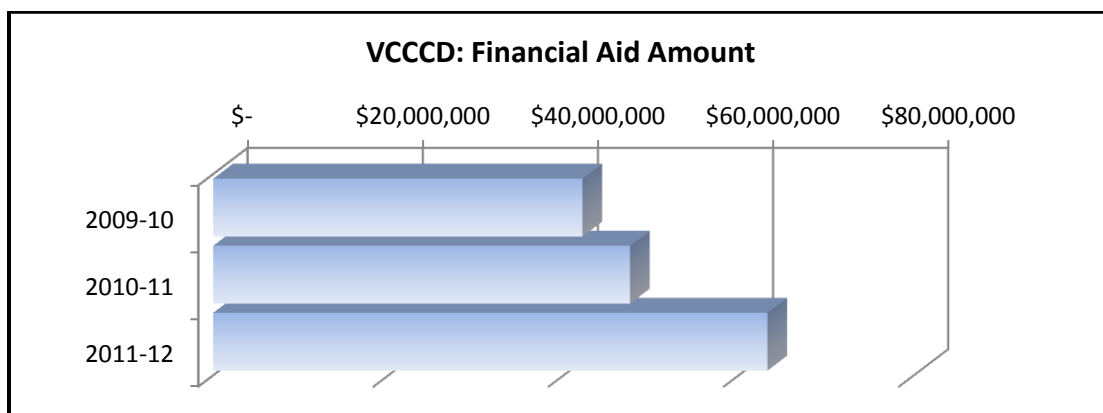
<sup>27</sup> VCCCD students receiving Pell Grant Disbursements as of February 1, 2013; students are able to receive aid at multiple VCCCD Colleges during the identified academic year.





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 College<sup>28</sup>

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

### VCCCD Numbers of Transfers<sup>29</sup>

Academic Years/Transfer Destination	VCCCD	Moorpark	Oxnard	Ventura
<b>2008-09</b>	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
<b>2009-10</b>	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
<b>2010-11</b>	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			

<sup>28</sup> VCCCD Historical Data, Banner: Academic History

<sup>29</sup> CCCCCO; CPEC Transfer Pathways; CSU Analytical Studies; UCOP Institutional Research

## VCCCD Occupational Preparedness – Licensure Exam Pass Rates

<b>Health Science Programs<sup>30</sup></b>			
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
Certified Nurse Assistant (Ventura College) <sup>31</sup>	84%	82%	82%
Registered Nurse: NCLEX (Moorpark College) <sup>32</sup>	89%	88%	90%
Registered Nurse: NCLEX (Ventura College) <sup>27</sup>	92%	93%	96%
Radiologic Technology: AART (Moorpark College) <sup>33</sup>	97%	100%	100%

<b>First Responders/Fire Academy</b>			
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
EMT Basic Exam Pass Rates <sup>34</sup>			
Moorpark College	n/a	80%	76%
Oxnard College	49%	65%	67%
Ventura College	84%	82%	82%
Paramedic Exam (Written and Practical) <sup>35</sup>			
Ventura College	100%	100%	100%
Firefighter #1 Program <sup>36</sup>			
Oxnard College	100%	100%	100%

<b>Dental Hygiene (Oxnard College)<sup>37</sup></b>			
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
National Board of Dental Hygiene Examination	100%	100%	100%
California Registered Dental Hygiene Examination	100%	100%	100%

<b>Drug and Alcohol Counseling (Oxnard College)<sup>38</sup></b>			
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
CAADE Drug / Alcohol Counseling Certificate	88%	--	86%

<sup>30</sup> ACCJC Annual Reports

<sup>31</sup> Ventura College Website, Licensure Passage Rates

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

<sup>33</sup> Ventura College Website, Licensure Passage Rates

<sup>34</sup> National Registry EMT Pass Rates (Cumulative Pass Rate within 6 attempts), [http://www.emsa.ca.gov/meetings/2011/03-23-11/08a\\_nrresultsattach.pdf](http://www.emsa.ca.gov/meetings/2011/03-23-11/08a_nrresultsattach.pdf) (2010 results only); Ventura College Director, School of Pre-Hospital and Emergency Medicine

<sup>35</sup> Ventura College Director, School of Pre-Hospital and Emergency Medicine

<sup>36</sup> Oxnard College, Career and Technical Education

<sup>37</sup> Oxnard College, Career and Technical Education

<sup>38</sup> Oxnard College, Career and Technical Education

<b>Automotive (Oxnard College) <sup>39</sup></b>			
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
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%

<b>Culinary (Oxnard College) <sup>40</sup></b>			
<b>National Restaurant Association (NRA)</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
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%

<b>Computer Networking (Oxnard College) <sup>41</sup></b>			
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
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%

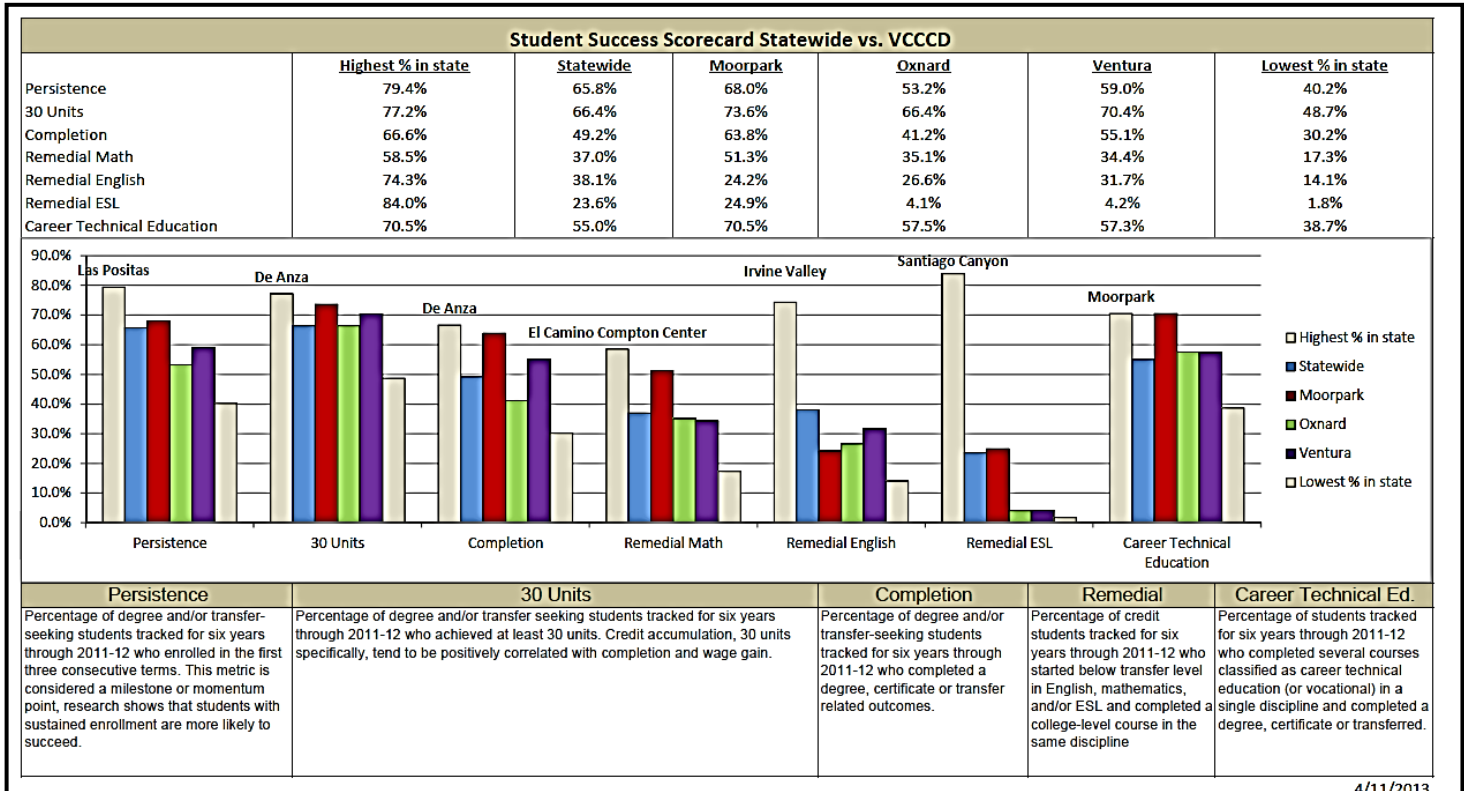
<sup>39</sup> Oxnard College, Career and Technical Education

<sup>40</sup> Oxnard College, Career and Technical Education

<sup>41</sup> Oxnard College, Career and Technical Education

## VCCCD 2013 Student Success Scorecard <sup>42</sup>

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.



<sup>42</sup> California Community College Chancellor's Office, Student Success Scorecard 2013

## Appendix 2: 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	Martin Chetlen	Cesar Flores
Brian Akers	Paula Christensen	Ross Fontes
Janette Amador	Alicia Cobos	Richard Forde
Dave Anter	Colleen Coffee	Dave Fuhrmann
Connie Baker	Barbara Cogert	Eva Gallardo
Lee Ballestero	Chris Cole	Ty Gardner
Karla Banks	Jenifer Cook	Clare Geisen
Blanca Barrios	John Cooney	Beth Gillis-Smith
Sile Bassi	Lupe Corral	Brenda Griego
Mark Bates	Jonas Crawford	Carmen Guerrero
Janeen Beard	Gaylene Croker	Gloria Guevara
Lori Bennett	Tami Crudo	Sandra Gustafson
Tricia Bergman	Eileen Crump	Faten Habib
Sheena Billock	Howard Davis	Robbie Haines
Cristobal Bohorquez	Marlene Dean	Sandy Hajas
Nathan Bowen	Armine Derdarian	Naoko Hall
Dana Boynton	Sona Dombourian	Jane Harmon
Bret Brack	Robin Douglas	Tim Harrison
Stephanie Branca	Kathy Downe	William Hart
David Bransky	Sarah Downs	Dora Hartman
Susan Bricker	Steve Doyle	Bill Hendricks
Laura Brower	Nan Duangpun	Hugo Hernandez
Nenagh Brown	Richard Duran	Jeff Hiben
Lorraine Buckley	Riley Dwyer	Carol Higashida
Karen Bulger	Sharon Dwyer	Laura Hilton
Michael Bush	Diane Eberhardy	Kim Hoffmans
Marie Butler	Pam Eddinger	Lisa Hopper
Robert Cabral	Amy Edwards	Andrea Horigan
Michael Callahan	Ishita Edwards	Chris Horrock
Robin Calote	Rex Edwards	Gwen Huddleston
Connie Campos	Erika Endrijonas	Kevin Hughes
Sabrina Canola	Amanda Enfield	Cindy Hulce
Rhonda Carlson	Karen Engelsen	Becky Hull
Marian Carrasco Nungaray	Jeff Erskine	Darlene Inda
Graciela Casillas-Tortorelli	Lynda Etman	Iris Ingram
Rebecca Chandler	Patricia Ewins	Carolyn Inouye
Ashley Chelonis	Catherine Faulkner	Maureen Jacob
Albert Chen	Janice Feingold	Sue Johnson
	Ralph Fernandez	Grant Jones
	Kathy Fink	Kelly Kaastad
	Abra Flores	Linda Kamaila

David Keebler  
Robert Keil  
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  
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  
Mary Mills  
Nancy Mitchell  
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  
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  
Julius Sokenu  
Tom Stough  
Jan Straka  
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

#### **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  
Anthony Garcia  
Victor Garcia  
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  
 Noemi Nava  
 Dominick O’Leary  
 Sarah Ortega  
 Evelyn Osterhout  
 Ezer Pamintuan  
 Spencer Penuela  
 Joe Perez  
 Jennifer Peterson  
 Stephanie Pinedo  
 Meil Polakovic  
 William Ralph  
 Rachel Ramirez  
 Heather Replum  
 Paulina Reyes  
 Bernice Rodriguez  
 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:**

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 Arturo Hernandez  
 Larry Kennedy  
 Dianne McKay  
 Bernardo Perez  
 Arthur Valenzuela

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 Tim Blaylock  
 Tim Carpenter  
 Loredana Carson  
 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, Terry Schukart.

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



### Appendix 3: 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...”

- To have resources for more teaching and learning in more diverse fields.
- To secure additional funding for increased student access and opportunities.
- To increase 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 to 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.