

## **Table of Contents**

Chancellor's Message

Ventura County Community College District Leadership

Strategic Plan Purpose

Strategic Plan Development Chronology and Planning Process

Strategic Plan Development Appreciations

Ventura County Community Colleges District Strategic Plan 2020-2025

Introduction

District Profile

District Vision, Mission, and Core Values

District Strategic Goals 2020 – 2026

Appendix A: Planning Process Participants

Appendix B: VCCCD Colleges

Appendix C: VCCCD Baseline and Target Data for Vision for Success Goals

## CHANCELLOR'S MESSAGE

# **Ventura County Community College District Leadership**

## **Board of Trustees**

Joshua Chancer - Chair

Diane B. McKay - Vice Chair

Stan Mantooth - Trustee

Bernardo M. Perez - Trustee

Gabriela Torres - Trustee

Ashley Gonzales - Student Trustee

## **District Administrative Team**

Dr. Greg Gillespie - Chancellor

Dr. Julius Sokenu - Interim President Moorpark College

Luis Sanchez - President Oxnard College

Dr. Kimberly Hoffmans - President Ventura College

Dr. Lawrence Buckley - Interim Vice Chancellor, Institutional Effectiveness

Dr. David El Fattal - Vice Chancellor, Administrative Services

Laura Barrosa - Vice Chancellor, Human Resources

Dan Watkins - Associate Vice Chancellor, Information Technology

Cynthia Herrera - Associate Vice Chancellor, Strategic Partnerships, Enrollment, and Advancement

John Cooney - Researcher

## Purpose of the Strategic Plan

To develop long-term strategic enrollment goals and stratagems, informed by equity and social justice priorities, and focused on promoting accelerated student and employee success, as well as maximizing financial efficiency in concert with the CCCCCO Student Centered Funding Formula Targets.

## Strategic Plan Development Chronology and Planning Process

June 24, 2019.....VCCCD Board of Trustees discusses three previous strategic goals and added an additional goal

January 11, 2020.....VCCCD Board of Trustees reviews four strategic goals

January 21, 2020.....VCCCD Board of Trustees approves four strategic goals

February 1, 2020.....Strategic goals are published on VCCCD website

Feb 1 – Nov 30, 2020.....Gather data, review District and colleges reports

December 31, 2020.....First draft of Strategic Plan completed

Jan 3 – Mar 30, 2021.....Constituency consultation: Colleges' Faculty Senates, Classified Senates, and Associated Students organizations.

April 1, 2021.....Second draft of Strategic Plan submitted to Chancellor for review

End of May, 2021.....Final plan submitted to Board of Trustees

## **Our Thanks and Appreciation**

The strength and enduring vision of this Strategic Plan was made possible by the numerous students, Faculty, Classified Professionals, Administrators, Trustees, students, and community partners who contributed their time and energy. Their perspectives, wisdom, and commitment shaped the development of a unified direction that will guide the Ventura County Community College District in a way that represents our values, strengths, and aspirations.

## Introduction

This Strategic Plan signals a new era for the Ventura County Community College District (VCCCD) through the year 2026. It provides a roadmap by which the District will operationalize its goals to match changing times. The plan reflects the District's commitment to student success, equity, and social justice, is driven by four strategic goals and is informed by data derived from the District's current efforts to meet those goals.

Development of the VCCCD Strategic Plan began as an initiative of the Board of Trustees, and was spearheaded by an executive-level team that included the Chancellor, College Presidents, the Vice Chancellors of the District, College Academic Senates, College Classified Senates and College Associated Student Governments.

The plan's development was supported by data compiled, gathered and developed by the Ventura County Community College District Institutional Effectiveness – Research office. Sources included U.S. Census, California Community Colleges Chancellor's Office Data Mart and internal VCCCD tools and reports. The data analysis includes trends in statewide, county and district demographics, K-12 county projections, District-wide student retention and success rates, staff demographics, Financial Aid recipient and special populations, and Development Skills data.

The Strategic Plan will guide the colleges in meeting the Chancellor's student success initiatives, inform the District funding priorities, define college instructional and student service program priorities, along with district workforce program priorities, enrollment management, and outreach efforts.

The Board of Trustees is committed to reviewing the plan regularly, refining its strategies and updating its metrics, as needed.

## District Profile

## RACE AND HISPANIC ORIGIN

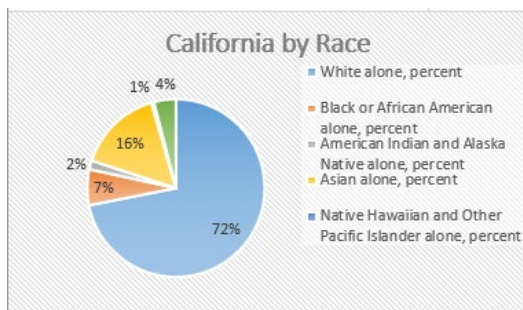
Ref. a1

Annual Estimates of the Resident Population by Race and Hispanic Origin for the United States: April 1, 2010 to July 1, 2019										
Race and Hispanic Origin	Population Estimate (as of July 1)									
	2010%	2011%	2012%	2013%	2014%	2015%	2016%	2017%	2018%	2019%
White	78%	78%	78%	78%	77%	77%	77%	77%	77%	76%
Black or African American	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%
American Indian and Alaska Native	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Asian	5%	5%	5%	5%	5%	6%	6%	6%	6%	6%
Native Hawaiian and Other Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Two or More Races	2%	2%	2%	2%	3%	3%	3%	3%	3%	3%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
<b>NOT HISPANIC</b>										
	84%	83%	83%	83%	83%	82%	82%	82%	82%	82%
<b>HISPANIC</b>										
	16%	17%	17%	17%	17%	18%	18%	18%	18%	18%

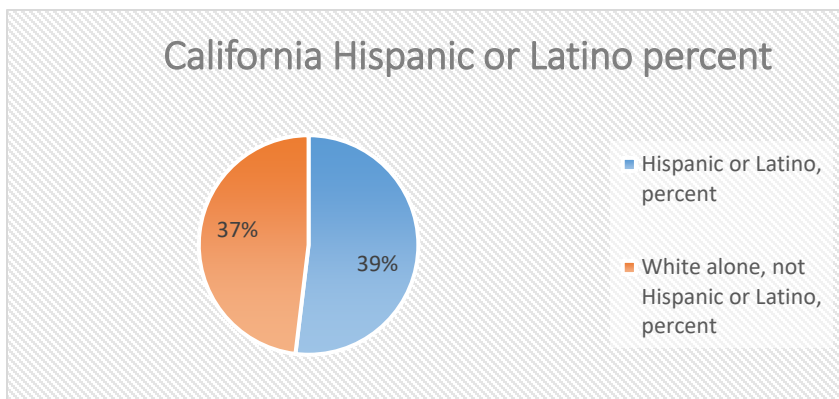
ethnically, not a race. Hispanics may be of any race. Responses of "Some Other Race" from the 2010 Census are modified. This results in differences between the population for specific race categories shown for the 2010

**Suggested Citation:**  
 Annual Estimates of the Resident Population by Race and Hispanic Origin for the United States: April 1, 2010 to July 1, 2019 (NC-EST2019-SR11H)  
 Source: U.S. Census Bureau, Population Division  
 Release Date: June 2020

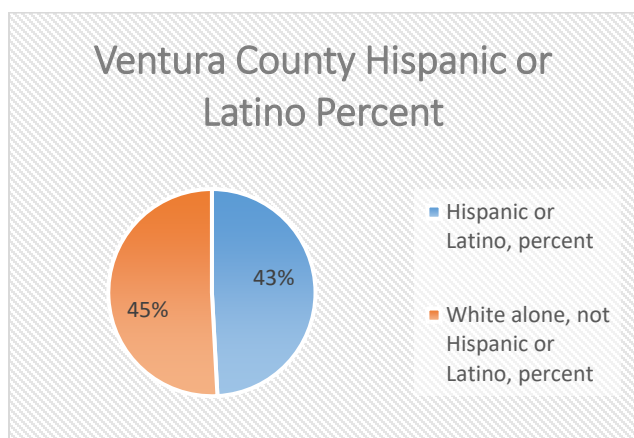
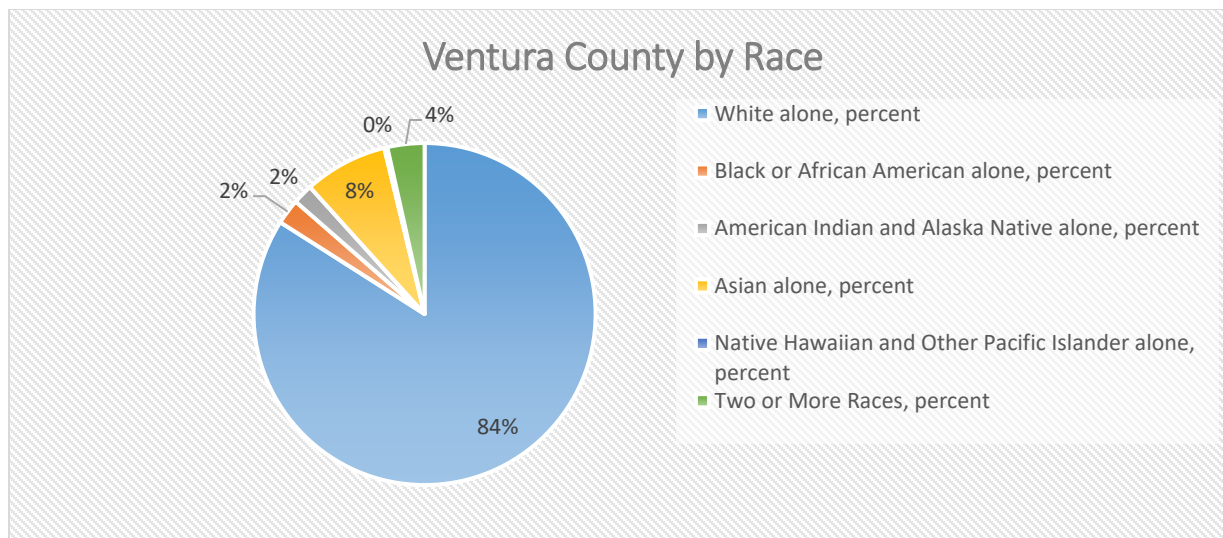
The above chart shows the Racial and Hispanic Origin (Ethnicity) percentages for the United States. For 2019 White represented 76% of the population by race, while Hispanic Origin represented 18% of the U.S. population by ethnicity.



The state of California is represented by 72% White with 39% Hispanic Origin. California has 21% greater Hispanic Origin representation than the United States as a whole.





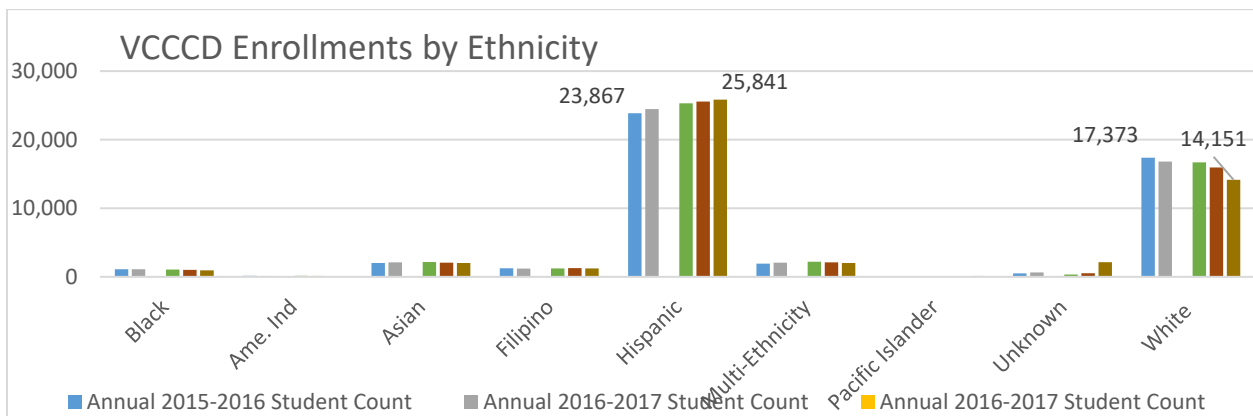
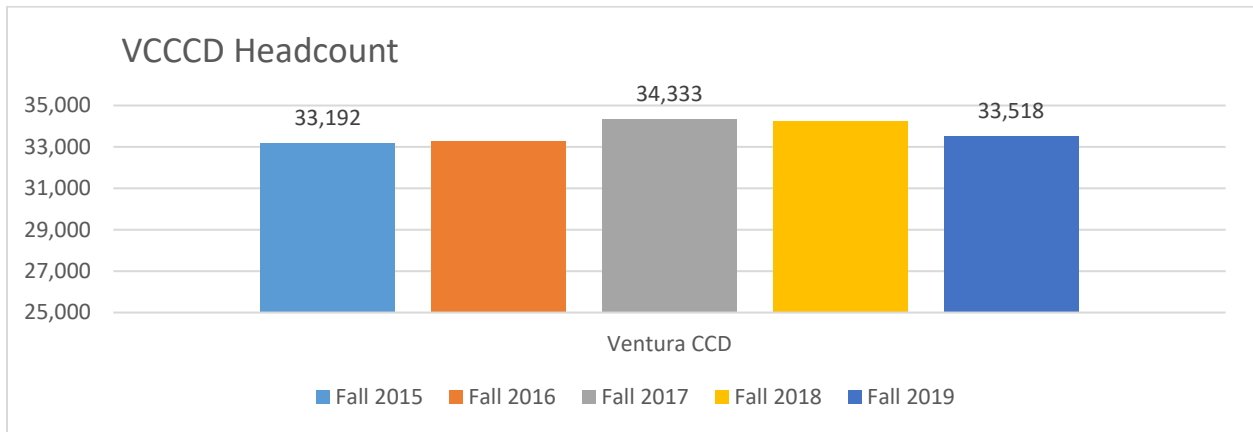


Ventura County is represented by 84% White and 43% of the total population identifies as Hispanic or Latino.

The estimates are based on the 2010 Census and reflect changes to the April 1, 2010 population due to the Count Question Resolution program and geographic program revisions. Hispanic origin is considered an ethnicity, not a race. Hispanics may be of any race. Responses of "Some Other Race" from the 2010 Census are modified. This results in differences between the populations for specific race categories shown for the 2010 Census population in this table versus those in the original 2010 Census data. For more information, see <https://www2.census.gov/programs-surveys/popest/technical-documentation/methodology/modified-race-summary-file-method/mrsf2010.pdf>. For population estimates methodology statements, see <http://www.census.gov/programs-surveys/popest/technical-documentation/methodology.html>.

## VCCCD STUDENT DEMOGRAPHICS BY ETHNICITY, GENDER AND AGE GROUP

Ref. b1



Source: <https://datamart.cccco.edu/datamart.aspx>

## VCCCD 5 Year Enrollments by Gender, Ethnicity and Age

California Community Colleges Chancellor's Office

Student Enrollment Status Summary Report

2015-16 to 2019-20 Ventura CCD Totals and Percentage by Ethnicity, Gender and Age Group

	2015- 2016 Count (%)	2016- 2017 Count (%)	2017- 2018 Count (%)	2018- 2019 Count (%)	2019- 2020 Count (%)
Ventura CCD Total	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %
<b>Female Total</b>	53.94 %	53.47 %	53.70 %	54.43 %	54.86 %
<u>19 or Less Total</u>	32.37 %	32.67 %	32.64 %	33.67 %	36.08 %
African-American	1.24 %	1.29 %	1.23 %	1.16 %	1.23 %
American Indian/Alaskan Native	0.19 %	0.25 %	0.23 %	0.22 %	0.20 %
Asian	4.43 %	4.76 %	4.83 %	4.19 %	5.04 %
Filipino	2.44 %	2.39 %	2.36 %	2.46 %	2.42 %
Hispanic	51.73 %	52.55 %	54.54 %	56.03 %	54.52 %
Multi-Ethnicity	4.62 %	4.86 %	4.73 %	4.39 %	4.54 %
Pacific Islander	0.17 %	0.16 %	0.15 %	0.16 %	0.15 %
Unknown	0.60 %	0.82 %	0.37 %	0.56 %	4.16 %
White Non-Hispanic	34.56 %	32.91 %	31.56 %	30.83 %	27.76 %
<u>20 to 24 Total</u>	36.51 %	36.02 %	35.70 %	34.39 %	32.16 %
African-American	1.68 %	1.53 %	1.45 %	1.41 %	1.34 %
American Indian/Alaskan Native	0.23 %	0.12 %	0.21 %	0.18 %	0.18 %
Asian	3.25 %	3.39 %	3.57 %	3.39 %	3.21 %
Filipino	2.21 %	2.23 %	2.29 %	2.84 %	2.70 %
Hispanic	55.15 %	55.96 %	56.37 %	57.24 %	59.59 %
Multi-Ethnicity	4.37 %	4.52 %	4.80 %	4.80 %	4.05 %
Pacific Islander	0.16 %	0.14 %	0.14 %	0.14 %	0.22 %
Unknown	0.94 %	0.76 %	0.51 %	0.70 %	2.95 %
White Non-Hispanic	32.02 %	31.35 %	30.67 %	29.30 %	25.77 %
<u>25 to 29 Total</u>	12.53 %	13.09 %	13.37 %	13.51 %	13.13 %
African-American	1.87 %	2.08 %	1.84 %	1.79 %	1.66 %
American Indian/Alaskan Native	0.37 %	0.29 %	0.31 %	0.25 %	0.14 %
Asian	3.89 %	3.32 %	3.25 %	3.26 %	2.54 %
Filipino	3.13 %	2.44 %	2.46 %	2.18 %	2.29 %
Hispanic	50.86 %	55.61 %	56.69 %	57.67 %	60.43 %
Multi-Ethnicity	3.31 %	3.44 %	3.88 %	3.68 %	3.66 %
Pacific Islander	0.49 %	0.38 %	0.28 %	0.14 %	0.11 %
Unknown	1.23 %	1.15 %	0.82 %	1.03 %	3.72 %
White Non-Hispanic	34.87 %	31.30 %	30.47 %	29.99 %	25.44 %
<u>30 to 34 Total</u>	6.01 %	5.93 %	6.20 %	6.26 %	6.37 %
African-American	2.62 %	3.37 %	3.17 %	2.47 %	1.77 %

American Indian/Alaskan Native	0.51 %	0.52 %	0.12 %	0.12 %	0.29 %
Asian	3.70 %	3.37 %	3.48 %	4.16 %	4.01 %
Filipino	3.38 %	3.89 %	3.17 %	3.07 %	1.89 %
Hispanic	49.14 %	48.74 %	52.44 %	52.11 %	54.48 %
Multi-Ethnicity	3.00 %	3.56 %	3.84 %	3.01 %	3.36 %
Pacific Islander	0.51 %	0.45 %	0.18 %	0.24 %	0.29 %
Unknown	1.08 %	1.94 %	1.34 %	1.93 %	4.30 %
White Non-Hispanic	36.06 %	34.15 %	32.26 %	32.89 %	29.60 %
<u>35 to 39 Total</u>	3.66 %	3.68 %	3.69 %	3.89 %	4.00 %
African-American	2.52 %	2.71 %	2.76 %	2.81 %	1.87 %
American Indian/Alaskan Native	0.42 %	0.21 %	0.20 %	0.00 %	0.19 %
Asian	3.78 %	3.97 %	4.81 %	5.43 %	3.84 %
Filipino	2.52 %	3.13 %	3.17 %	3.49 %	2.81 %
Hispanic	50.79 %	48.23 %	48.82 %	53.00 %	54.17 %
Multi-Ethnicity	2.41 %	2.71 %	2.46 %	2.81 %	3.00 %
Pacific Islander	0.10 %	0.21 %	0.51 %	0.10 %	0.00 %
Unknown	1.15 %	1.98 %	0.72 %	1.26 %	4.50 %
White Non-Hispanic	36.31 %	36.85 %	36.54 %	31.10 %	29.62 %
<u>40 to 49 Total</u>	4.95 %	4.75 %	4.66 %	4.55 %	4.58 %
African-American	3.57 %	2.75 %	3.57 %	2.40 %	2.38 %
American Indian/Alaskan Native	0.39 %	0.49 %	0.41 %	0.33 %	0.41 %
Asian	5.43 %	6.07 %	6.90 %	6.38 %	5.00 %
Filipino	3.18 %	3.16 %	3.08 %	3.81 %	3.60 %
Hispanic	42.87 %	40.81 %	42.13 %	42.50 %	45.29 %
Multi-Ethnicity	1.63 %	2.51 %	2.35 %	2.24 %	2.70 %
Pacific Islander	0.39 %	0.24 %	0.24 %	0.08 %	0.33 %
Unknown	0.70 %	2.11 %	0.65 %	1.91 %	6.63 %
White Non-Hispanic	41.86 %	41.86 %	40.67 %	40.35 %	33.66 %
<u>50 + Total</u>	3.98 %	3.85 %	3.74 %	3.73 %	3.67 %
African-American	5.01 %	4.80 %	4.04 %	4.34 %	3.58 %
American Indian/Alaskan Native	0.29 %	0.60 %	0.71 %	0.51 %	0.20 %
Asian	4.44 %	5.00 %	5.45 %	5.86 %	5.62 %
Filipino	0.96 %	0.60 %	1.11 %	1.21 %	1.53 %
Hispanic	25.27 %	24.08 %	24.44 %	25.86 %	27.37 %
Multi-Ethnicity	1.54 %	1.40 %	2.12 %	2.32 %	2.76 %
Pacific Islander	0.39 %	0.30 %	0.20 %	0.20 %	0.51 %
Unknown	1.83 %	3.20 %	1.21 %	2.12 %	6.64 %
White Non-Hispanic	60.27 %	60.04 %	60.71 %	57.58 %	51.79 %
<u>Unknown Total</u>	0.00 %	0.00 %	0.00 %	0.01 %	0.00 %
African-American	0.00 %	100.00 %	0.00 %	0.00 %	0.00 %
Asian	0.00 %	0.00 %	0.00 %	100.00 %	100.00 %

<b>Male Total</b>	45.33 %	45.49 %	45.17 %	44.28 %	43.76 %
<b><u>19 or Less Total</u></b>	34.48 %	34.67 %	35.60 %	37.20 %	38.41 %
African-American	2.30 %	2.40 %	2.32 %	2.22 %	1.91 %
American Indian/Alaskan Native	0.34 %	0.20 %	0.27 %	0.19 %	0.16 %
Asian	4.94 %	5.20 %	5.33 %	5.41 %	5.40 %
Filipino	2.50 %	2.40 %	2.22 %	2.33 %	2.54 %
Hispanic	48.81 %	48.05 %	49.56 %	51.44 %	51.21 %
Multi-Ethnicity	4.53 %	4.82 %	5.48 %	4.91 %	4.41 %
Pacific Islander	0.13 %	0.21 %	0.28 %	0.35 %	0.26 %
Unknown	0.82 %	1.30 %	0.45 %	0.97 %	5.62 %
White Non-Hispanic	35.61 %	35.42 %	34.08 %	32.20 %	28.49 %
<b><u>20 to 24 Total</u></b>	39.55 %	39.49 %	38.57 %	37.48 %	36.86 %
African-American	2.74 %	2.73 %	2.65 %	2.56 %	2.66 %
American Indian/Alaskan Native	0.20 %	0.30 %	0.31 %	0.28 %	0.28 %
Asian	4.49 %	4.61 %	4.44 %	4.46 %	3.66 %
Filipino	2.83 %	2.60 %	2.77 %	3.05 %	2.90 %
Hispanic	49.23 %	50.95 %	51.38 %	51.21 %	52.48 %
Multi-Ethnicity	4.13 %	4.31 %	4.36 %	4.85 %	4.80 %
Pacific Islander	0.16 %	0.14 %	0.10 %	0.16 %	0.36 %
Unknown	1.06 %	0.79 %	0.63 %	1.05 %	3.19 %
White Non-Hispanic	35.16 %	33.57 %	33.36 %	32.38 %	29.67 %
<b><u>25 to 29 Total</u></b>	12.48 %	12.71 %	12.57 %	12.07 %	11.84 %
African-American	3.18 %	2.70 %	2.65 %	2.80 %	2.34 %
American Indian/Alaskan Native	0.51 %	0.50 %	0.43 %	0.35 %	0.04 %
Asian	4.14 %	4.76 %	4.00 %	3.34 %	3.46 %
Filipino	2.82 %	2.35 %	2.57 %	2.61 %	2.70 %
Hispanic	45.28 %	48.01 %	49.95 %	51.53 %	53.28 %
Multi-Ethnicity	3.44 %	4.09 %	4.11 %	4.07 %	3.85 %
Pacific Islander	0.37 %	0.11 %	0.25 %	0.27 %	0.28 %
Unknown	1.13 %	2.24 %	0.86 %	1.38 %	5.09 %
White Non-Hispanic	39.13 %	35.25 %	35.18 %	33.65 %	28.96 %
<b><u>30 to 34 Total</u></b>	5.26 %	5.09 %	5.12 %	5.30 %	5.12 %
African-American	3.82 %	4.35 %	3.43 %	3.84 %	2.67 %
American Indian/Alaskan Native	0.70 %	0.71 %	0.79 %	0.61 %	0.64 %
Asian	3.21 %	3.64 %	3.25 %	3.49 %	3.77 %
Filipino	3.65 %	3.29 %	3.25 %	2.18 %	1.38 %
Hispanic	45.26 %	43.96 %	42.97 %	47.25 %	48.21 %
Multi-Ethnicity	3.48 %	4.44 %	4.39 %	3.84 %	3.31 %
Pacific Islander	0.26 %	0.18 %	0.00 %	0.17 %	0.28 %
Unknown	1.91 %	2.22 %	0.88 %	1.22 %	4.88 %
White Non-Hispanic	37.71 %	37.21 %	41.04 %	37.38 %	34.87 %

<u>35 to 39 Total</u>	2.87 %	2.88 %	2.89 %	2.76 %	2.73 %
African-American	3.98 %	3.77 %	3.26 %	3.53 %	2.76 %
American Indian/Alaskan Native	0.48 %	0.47 %	0.78 %	0.84 %	0.69 %
Asian	3.50 %	4.40 %	3.88 %	2.52 %	2.59 %
Filipino	3.34 %	2.98 %	3.88 %	2.52 %	2.24 %
Hispanic	46.82 %	45.37 %	44.25 %	45.71 %	45.52 %
Multi-Ethnicity	3.18 %	4.08 %	3.88 %	4.20 %	4.66 %
Pacific Islander	0.64 %	0.16 %	0.93 %	1.01 %	0.34 %
Unknown	2.23 %	3.45 %	1.24 %	1.51 %	4.66 %
White Non-Hispanic	35.83 %	35.32 %	37.89 %	38.15 %	36.55 %
<u>40 to 49 Total</u>	3.02 %	2.78 %	2.92 %	2.68 %	2.56 %
African-American	3.48 %	3.25 %	3.70 %	3.28 %	5.14 %
American Indian/Alaskan Native	0.76 %	0.65 %	0.62 %	0.69 %	1.28 %
Asian	4.24 %	3.73 %	3.39 %	2.94 %	3.85 %
Filipino	3.48 %	3.41 %	2.62 %	2.25 %	3.85 %
Hispanic	39.33 %	42.86 %	44.53 %	42.49 %	41.65 %
Multi-Ethnicity	2.87 %	1.46 %	3.54 %	3.45 %	3.49 %
Pacific Islander	0.15 %	0.16 %	0.15 %	0.35 %	0.55 %
Unknown	0.61 %	1.95 %	0.62 %	2.07 %	6.42 %
White Non-Hispanic	45.08 %	42.53 %	40.83 %	42.49 %	33.76 %
<u>50 + Total</u>	2.36 %	2.38 %	2.33 %	2.51 %	2.48 %
African-American	4.46 %	5.50 %	4.24 %	4.62 %	3.42 %
American Indian/Alaskan Native	0.58 %	0.38 %	0.58 %	0.18 %	0.57 %
Asian	3.68 %	3.98 %	3.85 %	2.03 %	3.61 %
Filipino	2.33 %	1.71 %	1.54 %	1.29 %	1.90 %
Hispanic	22.09 %	25.24 %	26.40 %	26.80 %	27.19 %
Multi-Ethnicity	2.91 %	2.85 %	3.66 %	2.77 %	1.52 %
Pacific Islander	0.39 %	0.57 %	0.58 %	0.92 %	0.38 %
Unknown	1.94 %	5.88 %	1.54 %	3.14 %	8.94 %
White Non-Hispanic	61.63 %	53.89 %	57.61 %	58.23 %	52.47 %
<u>Unknown Total</u>	0.00 %	0.00 %	0.00 %	0.00 %	0.00 %
Asian	0.00 %	0.00 %	100.00 %	0.00 %	0.00 %
Unknown Total	0.73 %	1.04 %	1.13 %	1.29 %	1.38 %
<u>19 or Less Total</u>	62.61 %	64.10 %	56.76 %	42.70 %	37.13 %
African-American	1.36 %	1.85 %	0.63 %	0.37 %	0.40 %
American Indian/Alaskan Native	0.90 %	0.62 %	0.32 %	0.37 %	0.00 %
Asian	5.43 %	5.23 %	4.13 %	5.95 %	6.45 %
Filipino	0.45 %	0.92 %	1.90 %	0.37 %	1.21 %
Hispanic	47.06 %	46.77 %	45.40 %	50.56 %	50.81 %
Multi-Ethnicity	5.43 %	4.92 %	6.67 %	4.09 %	4.44 %
Pacific Islander	0.00 %	0.00 %	0.00 %	1.49 %	1.21 %

Unknown	4.52 %	3.38 %	2.54 %	1.12 %	5.65 %
White Non-Hispanic	34.84 %	36.31 %	38.41 %	35.69 %	29.84 %
<u>20 to 24 Total</u>	17.85 %	21.50 %	19.82 %	29.21 %	32.93 %
African-American	3.17 %	0.92 %	2.73 %	1.63 %	4.09 %
Asian	4.76 %	4.59 %	5.45 %	4.89 %	6.36 %
Filipino	0.00 %	0.92 %	0.91 %	2.72 %	1.82 %
Hispanic	50.79 %	41.28 %	50.00 %	39.67 %	39.09 %
Multi-Ethnicity	4.76 %	8.26 %	6.36 %	5.98 %	6.82 %
Pacific Islander	0.00 %	0.00 %	0.00 %	0.00 %	1.82 %
Unknown	15.87 %	7.34 %	5.45 %	5.98 %	6.36 %
White Non-Hispanic	20.63 %	36.70 %	29.09 %	39.13 %	33.64 %
<u>25 to 29 Total</u>	5.95 %	4.54 %	5.77 %	5.87 %	9.13 %
African-American	0.00 %	4.35 %	3.13 %	0.00 %	3.28 %
Asian	4.76 %	0.00 %	6.25 %	2.70 %	3.28 %
Filipino	4.76 %	0.00 %	3.13 %	0.00 %	3.28 %
Hispanic	28.57 %	34.78 %	34.38 %	35.14 %	22.95 %
Multi-Ethnicity	9.52 %	21.74 %	12.50 %	5.41 %	1.64 %
Unknown	14.29 %	0.00 %	0.00 %	10.81 %	13.11 %
White Non-Hispanic	38.10 %	39.13 %	40.63 %	45.95 %	52.46 %
<u>30 to 34 Total</u>	4.82 %	3.55 %	7.03 %	5.56 %	5.39 %
African-American	0.00 %	11.11 %	5.13 %	5.71 %	2.78 %
American Indian/Alaskan Native	5.88 %	0.00 %	0.00 %	0.00 %	0.00 %
Asian	0.00 %	0.00 %	0.00 %	2.86 %	0.00 %
Filipino	0.00 %	0.00 %	5.13 %	2.86 %	0.00 %
Hispanic	29.41 %	33.33 %	33.33 %	40.00 %	30.56 %
Multi-Ethnicity	0.00 %	0.00 %	5.13 %	5.71 %	2.78 %
<u>Unknown</u>	29.41 %	44.44 %	28.21 %	2.86 %	38.89 %
White Non-Hispanic	35.29 %	11.11 %	23.08 %	40.00 %	25.00 %
<u>35 to 39 Total</u>	1.70 %	1.58 %	3.06 %	5.24 %	5.09 %
African-American	0.00 %	0.00 %	5.88 %	3.03 %	5.88 %
American Indian/Alaskan Native	0.00 %	0.00 %	17.65 %	12.12 %	5.88 %
Asian	0.00 %	12.50 %	0.00 %	3.03 %	2.94 %
Filipino	0.00 %	0.00 %	5.88 %	6.06 %	0.00 %
Hispanic	50.00 %	12.50 %	17.65 %	27.27 %	41.18 %
Multi-Ethnicity	0.00 %	12.50 %	11.76 %	15.15 %	11.76 %
Unknown	16.67 %	12.50 %	17.65 %	15.15 %	11.76 %
White Non-Hispanic	33.33 %	50.00 %	23.53 %	18.18 %	20.59 %
<u>40 to 49 Total</u>	3.68 %	1.78 %	3.24 %	4.29 %	3.89 %
African-American	7.69 %	11.11 %	5.56 %	7.41 %	3.85 %
Asian	0.00 %	0.00 %	11.11 %	11.11 %	3.85 %
Filipino	0.00 %	0.00 %	11.11 %	3.70 %	0.00 %

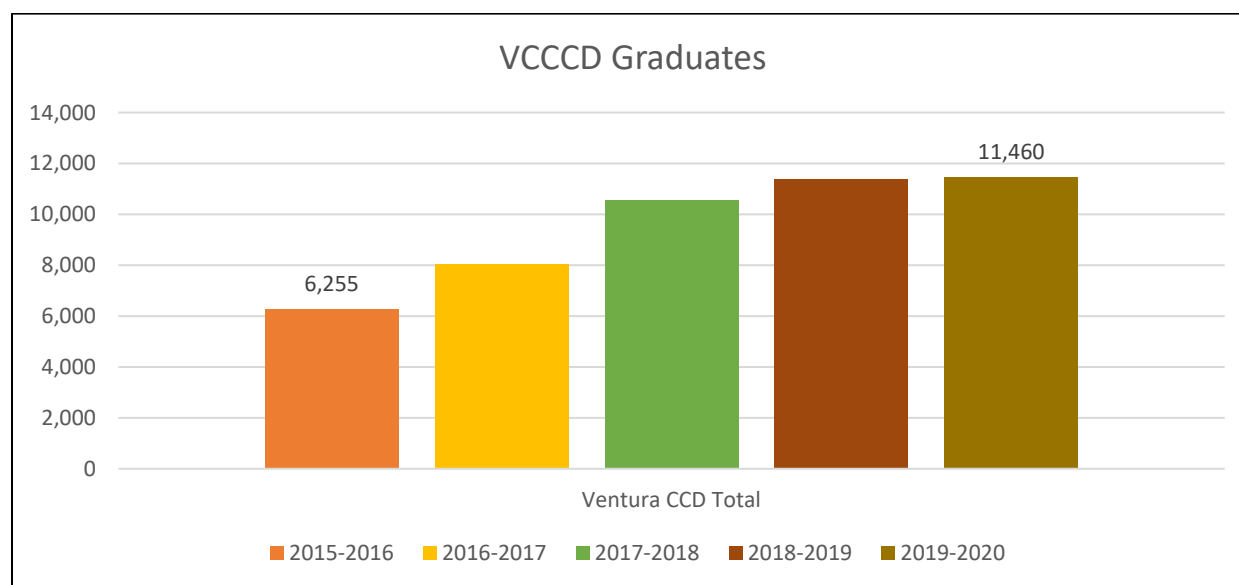
Hispanic	15.38 %	22.22 %	27.78 %	33.33 %	42.31 %
Multi-Ethnicity	0.00 %	0.00 %	5.56 %	3.70 %	0.00 %
Pacific Islander	0.00 %	0.00 %	0.00 %	3.70 %	0.00 %
Unknown	15.38 %	55.56 %	16.67 %	22.22 %	46.15 %
White Non-Hispanic	61.54 %	11.11 %	22.22 %	14.81 %	3.85 %
<u>50 + Total</u>	3.40 %	2.76 %	3.78 %	5.08 %	6.44 %
African-American	8.33 %	0.00 %	0.00 %	0.00 %	0.00 %
Asian	0.00 %	0.00 %	4.76 %	6.25 %	9.30 %
Hispanic	16.67 %	21.43 %	14.29 %	18.75 %	13.95 %
Multi-Ethnicity	0.00 %	0.00 %	4.76 %	0.00 %	0.00 %
Unknown	16.67 %	28.57 %	14.29 %	18.75 %	25.58 %
White Non-Hispanic	58.33 %	50.00 %	61.90 %	56.25 %	51.16 %

Source: <https://datamart.cccco.edu/datamart.aspx>



## VCCCD GRADUATES AND UNIVERSITY TRANSFERS

Ref. c1



California Community Colleges Chancellor's Office Program Awards Summary Report					
	<u>2015- 2016</u>	<u>2016- 2017</u>	<u>2017- 2018</u>	<u>2018- 2019</u>	<u>2019- 2020</u>
Ventura CCD Total	6,255	8,041	10,561	11,392	11,460
Associate in Science for Transfer (A.S.- T) Degree	574	751	796	927	959
Associate in Arts for Transfer (A.A.-T) Degree	940	1,120	1,365	1,420	1,673
Associate of Science (A.S.) Degree	724	784	858	951	926
Associate of Arts (A.A.) Degree	2,106	2,734	3,248	3,378	3,549
Certificate requiring 60+ semester units	-	-	-	-	-
Certificate requiring 30 to < 60 semester units	1,492	1,759	3,264	3,371	3,496
Certificate requiring 16 to fewer than 30 sem. units	-	-	-	-	432
Certificate requiring 8 to fewer than 16 sem. units	-	-	-	-	162
Certificate requiring 18 to < 30 semester units	352	385	460	461	-
Certificate requiring 12 to < 18 units	-	139	130	324	-
Certificate requiring 6 to < 18 semester units	67	332	385	504	239
Other Credit Award, < 6 semester units	-	37	55	56	24
Source: <a href="https://datamart.cccco.edu/datamart.aspx">https://datamart.cccco.edu/datamart.aspx</a>					

From 2015-2016 to 2019-2020 VCCCD has increased total awards by 83%

### VCCCD Transfers

	<u>2015-</u> <u>2016</u>	<u>2016-</u> <u>2017</u>	<u>2017-</u> <u>2018</u>	<u>2018-</u> <u>2019</u>	<u>2019-</u> <u>2020</u>
UC Transfers	448	494	550	538	559
CSU Transfers	1,940	1,829	1,857	2,014	2,053
In-State-Private or Outside of California Transfers	1036	936	793	736	-

Source: <https://www.universityofcalifornia.edu/infocenter/california-community-college-enrollments-uc>

Source:

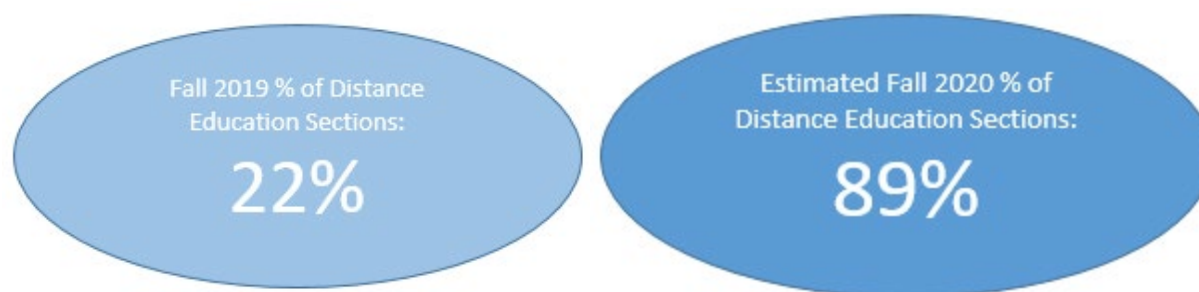
<https://datamart.cccco.edu/datamart.aspx>

## VCCCD DISTANCE EDUCATION AND RETENTION AND SUCCESS RATES

Ref. d1

### California Community Colleges Chancellor's Office Credit Course Sections Summary Report

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Ventura CCD Total	3,208	3,261	3,344	3,406	3,426
Daily Census	224	269	255	265	292
Independent Study and Work Experience	442	480	549	681	765
Positive Attendance	121	119	136	134	133
Weekly Census	2,421	2,393	2,404	2,326	2,236



From Fall 2015 to Fall 2019 VCCCD gradually increased sections delivered via distance education from 14% to 22%. Once the COVID-19 emergency occurred during the Spring 2020 semester, VCCCD converted to 89% distance education delivery mode for the Fall 2020 semester. We have yet to see the impact on retention and success caused by COVID-19. Retention and Success drive underlying metrics that impact SCFF funding

### VCCCD Retention and Success Rate

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
<b>Retention Rate</b>					
State of California	86%	87%	87%	87%	87%
Ventura County CC District	86%	87%	86%	87%	88%

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
<b>Success Rate</b>					
State of California	70%	70%	71%	71%	71%
Ventura County CC District	74%	74%	75%	75%	76%

Note: Retention count is number of enrollments with grade of A,B,C,D,F,P,NP,I\*,IPP,INP,FW

Note: Success count is number of enrollments with grade of A,B,C,P,IA,IB,IC,IPP

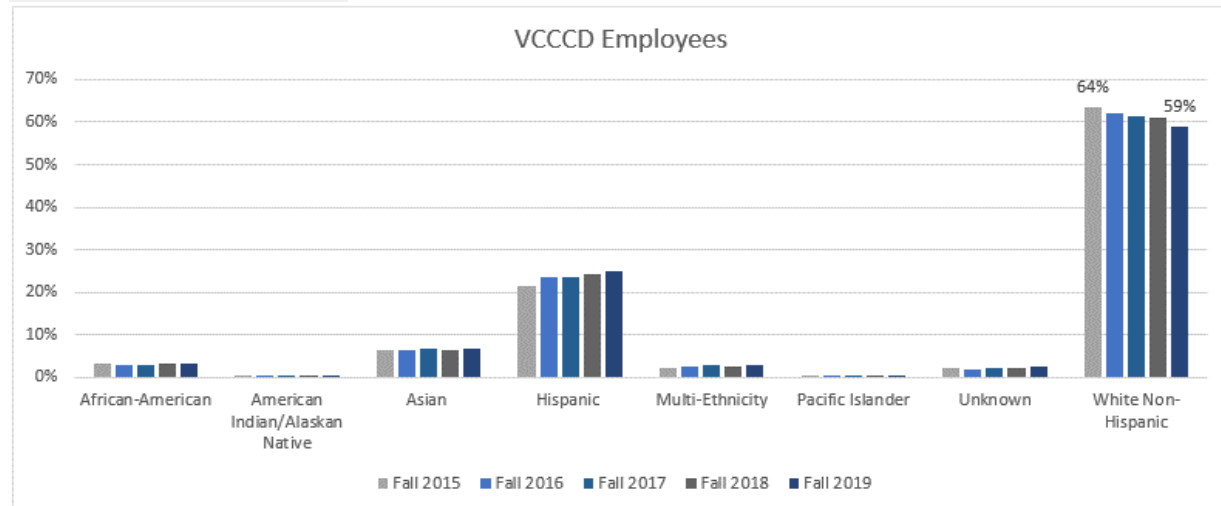
While VCCCD Retention Rates have remained flat for the past 5 years, which is consistent with the state of California as well, the Success rates have increased 2% from 74% 76%, while the state of California as a whole increased 1% from 70% to 71%.

## VCCCD STAFF DEMOGRAPHICS

Ref. e1

### California Community Colleges Chancellor's Office Faculty & Staff Demographics Report

	Fall 2015 Employee Employee Count (%)	Fall 2016 Employee Employee Count (%)	Fall 2017 Employee Employee Count (%)	Fall 2018 Employee Employee Count (%)	Fall 2019 Employee Employee Count (%)
Ventura CCD Total	100.00 %	100.00 %	100.00 %	100.00 %	100.00 %
Educational Administrator	1.75 %	1.95 %	1.91 %	1.92 %	1.80 %
African-American	13.79 %	6.06 %	5.88 %	8.82 %	6.25 %
Asian	3.45 %	3.03 %	8.82 %	5.88 %	9.38 %
Hispanic	10.34 %	21.21 %	20.59 %	23.53 %	28.13 %
Unknown	0.00 %	3.03 %	2.94 %	0.00 %	0.00 %
White Non-Hispanic	72.41 %	66.67 %	61.76 %	61.76 %	56.25 %
Academic, Tenured/Tenure Track	23.63 %	24.31 %	23.90 %	23.56 %	23.13 %
African-American	3.06 %	2.19 %	2.35 %	2.39 %	2.91 %
American Indian/Alaskan Native	0.26 %	0.00 %	0.00 %	0.00 %	0.00 %
Asian	8.67 %	8.52 %	7.76 %	8.13 %	7.28 %
Hispanic	19.90 %	21.17 %	21.41 %	21.29 %	21.84 %
Multi-Ethnicity	3.06 %	2.92 %	2.82 %	2.63 %	2.67 %
Pacific Islander	0.51 %	0.24 %	0.24 %	0.24 %	0.24 %
Unknown	2.30 %	2.43 %	2.59 %	2.39 %	2.91 %
White Non-Hispanic	62.24 %	62.53 %	62.82 %	62.92 %	62.14 %
Academic, Temporary	47.32 %	44.12 %	45.11 %	45.60 %	45.93 %
African-American	3.06 %	3.08 %	2.87 %	3.34 %	3.79 %
American Indian/Alaskan Native	0.51 %	0.54 %	0.75 %	0.87 %	0.98 %
Asian	5.48 %	6.17 %	6.98 %	6.18 %	6.72 %
Hispanic	15.29 %	15.01 %	15.59 %	16.81 %	16.75 %
Multi-Ethnicity	2.17 %	2.41 %	2.62 %	2.35 %	2.69 %
Pacific Islander	0.25 %	0.00 %	0.00 %	0.12 %	0.12 %
Unknown	2.55 %	2.01 %	2.12 %	2.10 %	2.69 %
White Non-Hispanic	70.70 %	70.78 %	69.08 %	68.23 %	66.26 %
Classified	27.31 %	29.63 %	29.08 %	28.92 %	29.14 %
African-American	3.09 %	2.99 %	3.29 %	2.92 %	2.70 %
American Indian/Alaskan Native	0.22 %	0.20 %	0.19 %	0.19 %	0.19 %
Asian	6.18 %	5.79 %	5.42 %	5.85 %	5.78 %
Hispanic	34.66 %	38.12 %	38.10 %	38.01 %	40.27 %
Multi-Ethnicity	2.21 %	2.59 %	3.48 %	3.31 %	3.47 %
Pacific Islander	0.00 %	0.20 %	0.00 %	0.00 %	0.00 %
Unknown	1.99 %	1.60 %	1.55 %	1.95 %	2.31 %
White Non-Hispanic	51.66 %	48.50 %	47.97 %	47.76 %	45.28 %

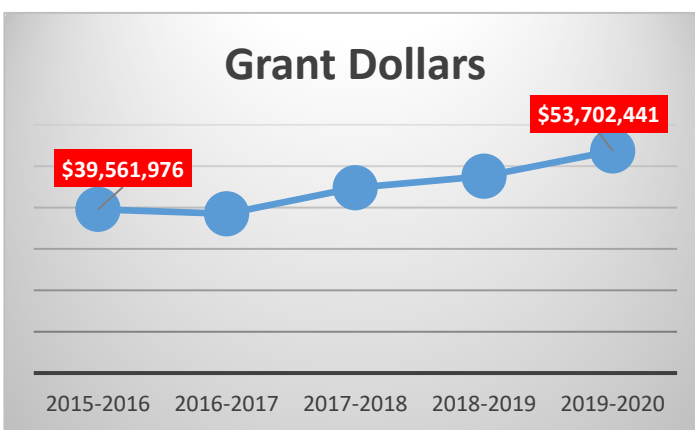
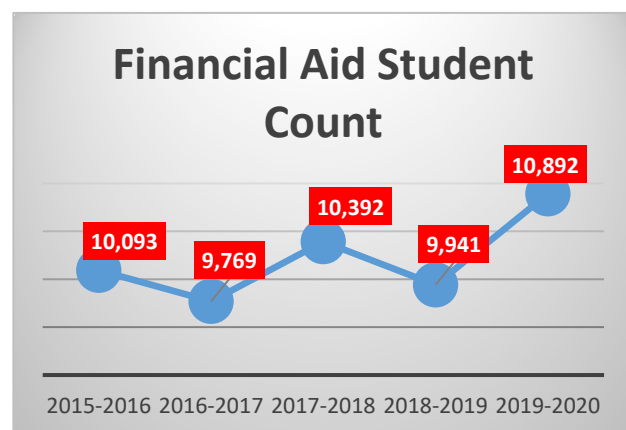


## VCCCD FINANCIAL AID GRANT RECIPIENTS AND SPECIAL POPULATIONS

Ref. f1

### California Community Colleges Chancellor's Office Financial Aid Summary Report

	2015-2016	2015-2016	2016-2017	2016-2017	2017-2018	2017-2018	2018-2019	2018-2019	2019-2020	2019-2020
	Student Count	Aid Amount	Student Count	Aid Amount	Student Count	Aid Amount	Student Count	Aid Amount	Student Count	Aid Amount
Ventura CCD Total	10,093	\$39,561,976	9,769	\$38,503,595	10,392	\$44,772,007	9,941	\$47,562,087	10,892	\$53,702,441
Grants Total	10,093	\$39,561,976	9,769	\$38,503,595	10,392	\$44,772,007	9,941	\$47,562,087	10,892	\$53,702,441
Cal Grant B	2,338	\$3,138,583	2,431	\$3,304,356	2,861	\$3,896,468	2,902	\$3,979,630	3,061	\$5,279,278
Cal Grant C	65	\$25,492	70	\$25,424	86	\$57,915	83	\$65,827	71	\$94,136
CARE Grant	123	\$145,592	124	\$149,036	112	\$104,999	96	\$121,193	100	\$88,532
Chafee Grant			53	\$214,473	55	\$217,944	58	\$227,339	54	\$229,996
EOPS Grant	1,188	\$489,889	1,373	\$495,520	1,495	\$520,767	1,431	\$576,133	1,424	\$714,659
Full-time Student Success Grant	1,800	\$898,937	1,933	\$978,300	2,302	\$1,914,000				
Other grant: California College Promise (AB19) source							141	\$141,700	1,084	\$885,045
Other grant: institutional source									1,358	\$1,041,091
Other grant: non-institutional source					831	\$657,760				
Pell Grant	9,770	\$34,398,574	9,361	\$32,870,231	9,788	\$36,857,086	9,452	\$36,354,523	9,853	\$38,993,103
SEOG (Supplemental Educational Opportunity Grant)	1,997	\$464,909	1,648	\$466,255	1,896	\$545,068	1,432	\$659,021	1,493	\$657,232
Student Success Completion Grant (SSCG)							2,445	\$5,436,721	2,576	\$5,719,369



VCCCD increased Financial Aid students from 10,093 in 2015-2016 to 10,892. As well as increased financial aid student counts, VCCCD has also increased total award and Grant dollars. VCCCD student aid grant dollars have increased from \$39,561,976 to \$53,702,441. This is 36% increase over 5 years.

### California Community Colleges Chancellor's Office Student Enrollment Status Summary Report

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	Student Count	Student Count	Student Count	Student Count	Student Count
Ventura CCD	33,192	33,270	34,333	34,270	33,518

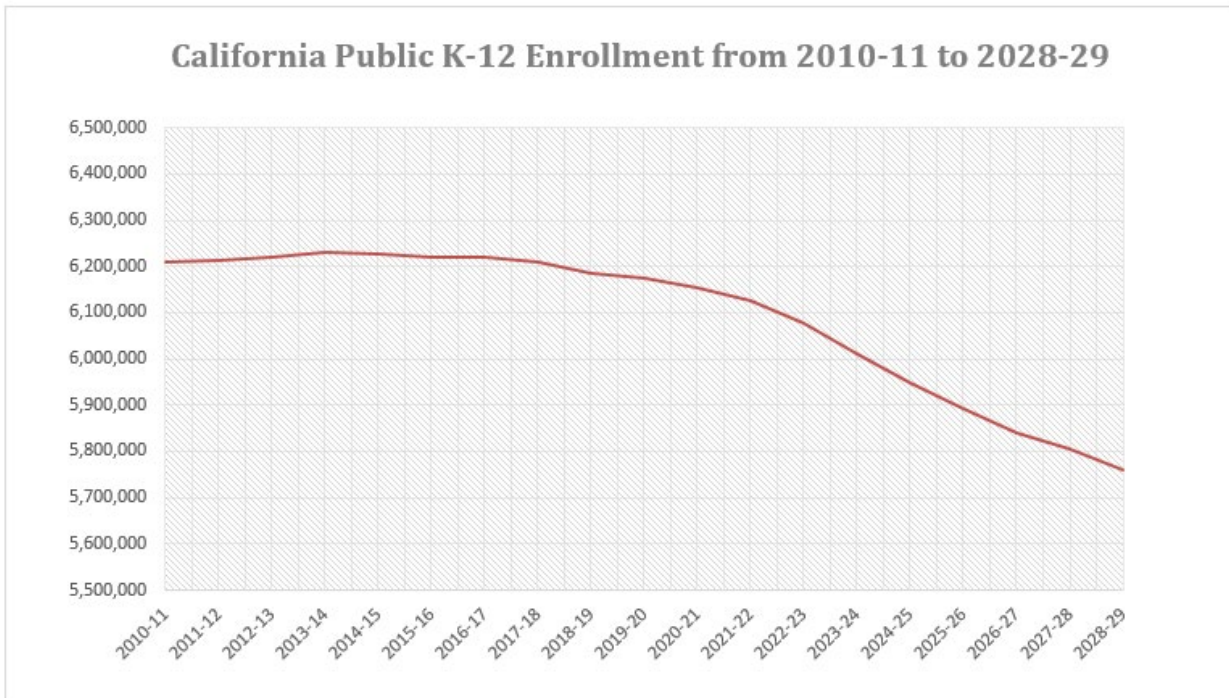
### California Community Colleges Chancellor's Office Special population student count Summary Report

	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
First Generation	4,296	11,359	11,258	11,336	11,148
Special Admit	1,115	1,170	1,475	1,666	2,096
Veteran	561	512	705	673	612

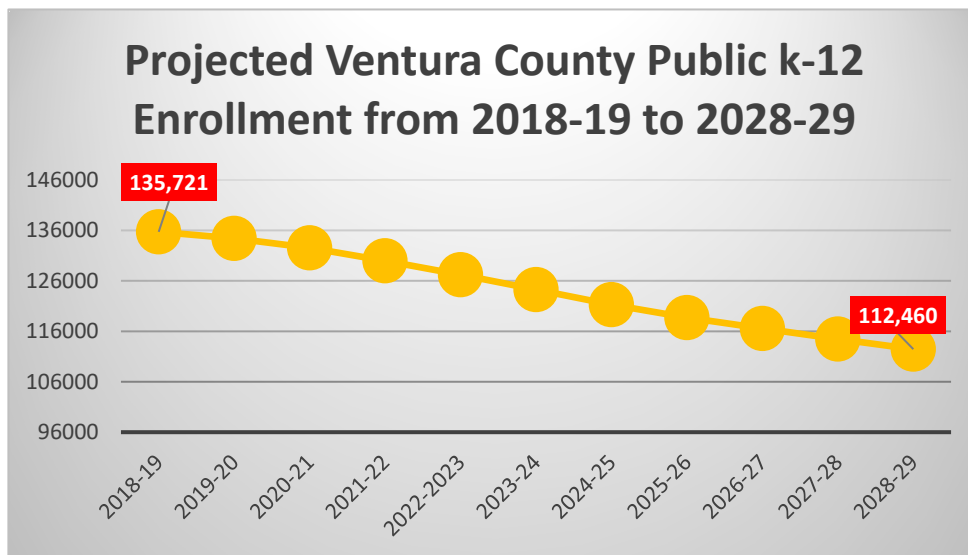
The above two charts represent VCCCD total Fall headcount vs. VCCCD First Generation, Special Admit and Veteran populations.

## K-12 VENTURA COUNTY PROJECTIONS

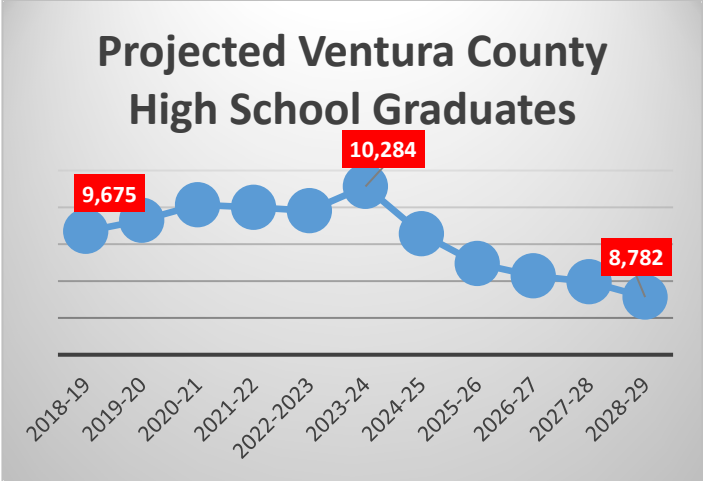
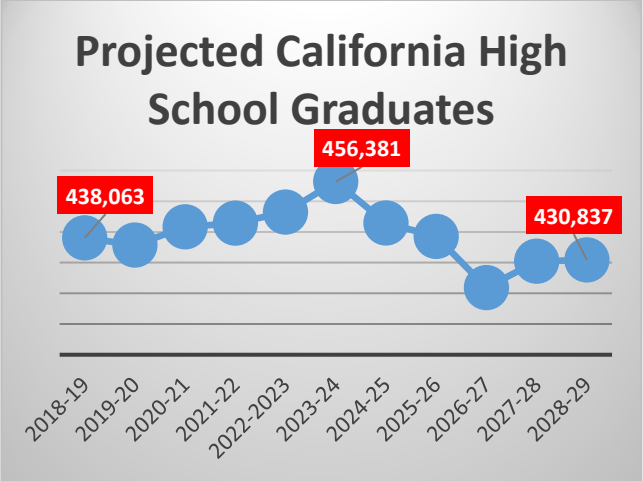
Ref g1



California Department of Finance  
Demographic Research Unit  
January 2020  
Excludes CEA and special schools.  
Actual enrollment data to 2018-19 school year.



2018-19 to 2028-29 the State of California high school graduates are projected to decrease 7%. While Ventura County high school graduates are projected to decrease by 17%.



2018-19 to 2028-29 Ventura County High School Graduates expected to decrease by 9.2%

## Ab-705 Efforts at VCCCD

AB-705 is a law that requires California Community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe. AB-705 was signed by the Governor on October 13, 2017 and took effect on January 1, 2018.

### Math

#### Fall 2015 - Fall

##### 2016

Fall 2015 First Time Students:	6,201
Fall 2015 First Time Students Enrolled Transfer level Math in 1 year:	2,096
Fall 2015 First Time Students Passed Transfer Level Math in 1 year:	1,504
<b>Passed in 1 year:</b>	<b>24.3%</b>

#### Fall 2016 - Fall

##### 2017

Fall 2016 First Time Students:	6,363
Fall 2016 First Time Students Enrolled Transfer level Math in 1 year:	2,282
Fall 2016 First Time Students Passed Transfer Level Math in 1 year:	1,679
<b>Passed in 1 year:</b>	<b>26.4%</b>

#### Fall 2017 - Fall

##### 2018

Fall 2017 First Time Students:	6,463
Fall 2017 First Time Students Enrolled Transfer level Math in 1 year:	2,488
Fall 2017 First Time Students Passed Transfer Level Math in 1 year:	1,774
<b>Passed in 1 year:</b>	<b>27.4%</b>

#### Fall 2018 - Fall 2019 (AB-705 Implemented)

Fall 2018 First Time Students:	6,611
Fall 2018 First Time Students Enrolled Transfer level Math in 1 year:	2,879
Fall 2018 First Time Students Passed Transfer Level Math in 1 year:	1,989
<b>Passed in 1 year:</b>	<b>30.1%</b>



## English

### Fall 2015 - Fall 2016

Fall 2015 First Time Students:	6,201
Fall 2015 First Time Students Enrolled Transfer level English in 1 year:	3,871
Fall 2015 First Time Students Passed Transfer Level English in 1 year:	3,136
<b>Passed in 1 year:</b>	<b>50.6%</b>

### Fall 2016 - Fall 2017

Fall 2016 First Time Students:	6,363
Fall 2016 First Time Students Enrolled Transfer level English in 1 year:	4,109
Fall 2016 First Time Students Passed Transfer Level English in 1 year:	3,344
<b>Passed in 1 year:</b>	<b>52.6%</b>

### Fall 2017 - Fall 2018

Fall 2017 First Time Students:	6,463
Fall 2017 First Time Students Enrolled Transfer level English in 1 year:	4,322
Fall 2017 First Time Students Passed Transfer Level English in 1 year:	3,422
<b>Passed in 1 year:</b>	<b>52.9%</b>

### Fall 2018 - Fall 2019

Fall 2018 First Time Students:	6,611
Fall 2018 First Time Students Enrolled Transfer level English in 1 year:	4,602
Fall 2018 First Time Students Passed Transfer Level English in 1 year:	3,611
<b>Passed in 1 year:</b>	<b>54.6%</b>

## SUMMARY

### VCCCD Student Headcount

Although headcount has remained relatively flat at the Ventura County Community College District (VCCCD) over the past five years, there were many successful programs which drove the underlying conditions for both Full Time Enrolled Students (FTES) and Student Success Funding Formula (SCFF) metrics growth. It is too early to measure the impact of COVID-19 on future headcount, FTES or SCFF Metrics growth.

### Positive VCCCD FTES and SCFF drivers

FTES is directly driven by student enrollment, not necessarily student unduplicated headcount. Each individual class enrollment impacts FTES by increasing the total contact hours in aggregate. Thus, FTES increases may be driven directly by student headcount or indirectly by student retention and success. A combination of the two is the preferred scenario. VCCCD has increased, in aggregate, both retention and success rates over the past five years, while remaining relatively flat in overall unduplicated headcount. The net effect has been flat FTES growth in aggregate. Without the increased retention and success rates, VCCCD could have very well seen a significant decrease in operation FTES. Although growth in general has been flat, there are programs at VCCCD that show positive FTES growth, much of this growth can be contributed to the increase in retention and success rates. VCCCD enrollment is primarily Hispanic followed by White and then Asian. The top headcount ethnicity being Hispanic.

The primary ethnicity group for VCCCD employees is White followed by Hispanic then Asian. The top headcount ethnicity being White. VCCCD has shown a 5% decrease in White employees over the past five years – going from 64% to 59%. Thus, showing an increase in other ethnicities.

Distance Education has been a primary focus for VCCCD over the past five years. This can be seen by the sequential increase in sections delivered via distance education. VCCCD has seen an increase of 8 percentage points for sections delivered via distance education over the past five years. Going from 14% of total sections delivered by distance education delivery methods to 22%. Although, with the impact of COVID-19, VCCCD has increased its distance education course delivery percentage to 89% for the Fall 2020 semester. This is an increase of 68 percentage points, going from 22% distance education sections for Fall 2019 to 89% distance education sections for Fall 2020. It is too early to identify the impact of COVID-19 for VCCCD retention and success rates. Currently student retention and success are primary drivers in both FTES generation and SCFF metrics.

VCCCD has also seen an increase in Financial Aid recipients over the past five years. Going from 10,093 financial aid grant recipients to 10,892. This led to a significant increase of 36% in grant dollars distributed to students. Going from \$39,561,976 to 53,702,441. Pell Grant and Promise Grant recipient counts directly impact SCFF funding.

An increase in Special Admit students have also contributed to the increase in metrics which drive SCFF funding. Once again, although VCCCD overall headcount has been relatively flat over the past five years, both headcount and enrollments from high school Special Admit students have increased. Thus, positively impacting SCFF funding for VCCCD.

### High School Projections (potential FTES and SCFF impact)

Projections are showing a significant decrease in both California and Ventura County high school enrollments and graduates for the next 10 years. Since high school students and graduates are the largest percentage of new student attendance at VCCCD, this may have a profound impact on both FTES and SCFF funding. In addition, VCCCD has enjoyed steady growth in financial aid recipients. Thus, positively impacting SCFF funding. A decrease in high school graduates may negatively impact financial aid recipient counts. Also, even though student headcount has been flat over the past five years, VCCCD has managed to increase not only financial aid student headcounts, but both retention and success rates as well, this combination led to an increase in completion and transfer rates over the past five years. Both metrics and combination of metrics positively impact FTES and SCFF funding. With the projected decrease in high school students and high school graduates, VCCCD may see a significant decrease in both FTES and SCFF funding in the near future. VCCCD will need to continue to develop the underlying conditions which lead to the metrics that drive both FTES and SCFF funding growth.

### Key Focus Areas:

VCCCD should focus efforts on the following areas:

- Special Admit high school students
- Low income high school seniors
- Retention and success rates
- Identify alternate potential student populations to replace projected loss in high school and high school graduates
  - Returning Students
  - Bachelor's Degrees
  - Online Programs (compete with private colleges)
- AB705 target population
- Pell and Promise recipients
- Distance Education
- Associate Degrees for Transfer
- Transfers to CSU, UC, In state private or out of state Universities

## Ventura County Community College District

### Mission

Ventura County Community College District provides students, in its diverse community, with access to comprehensive quality educational opportunities that support student learning and student success.

### 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.

### District Values Statement

- 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.

## District Strategic Goals 2020 – 2026

### Strategic Goal 1: Increase access and student success

#### Objectives

- A. Promote access to educational opportunities for students across Ventura County.
- B. Support student success at the colleges as students move to completion of degrees, certificates, transfer, and job placement.
- C. Evaluate and implement the use of technology and online opportunities to increase the number of online classes, certificates, and degrees along with online services to support access and completion.
- D. Identify and close equity gaps through the innovative use of resources to support Guided Pathways plans and student success initiatives.
- E. Align student success and completion performance measures with the California Community College Chancellor's Office Vision for Success goals and Student Centered Funding Formula metrics.
- F. Support student-centered AB705 implementation resulting in successful and timely student completion of college level English and math.
- G. Support college efforts to address student barriers to access including lack of finances, food insecurity, and housing insecurity as examples.
- H. Support the development of a Districtwide Promise program for students.
- I. Implement dual enrollment College and Career Access Pathways (CCAP) and Non-CCAP programs with interested high schools.

### Strategic Goal 2: Actively support workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers.

#### Objectives

- A. Provide training and skill development for both incumbent and new workers for existing jobs.
- B. Serve as an educational resource to provide workforce training that will help new businesses and employers meet their workforce needs in alignment with Ventura County Workforce Development Board.
- C. Evaluate, maintain, and improve existing and establish new relationships with private, governmental, and educational agencies and institutions to actively engage in and support workforce and economic development.
- D. Support the ongoing review of current and establishment of new career education certificates and

degrees to meet student and local workforce needs with aligned career pathways with K-12, adult education, specialized training, non-credit, and credit programs.

**Strategic Goal 3: Maintain sustainable management of all organizational resources aligned with established priorities and implemented with transparency and accountability.**

Objectives

- A. Focus the colleges and the District Administrative Center on the importance of maintaining fiscal stability and using ongoing revenues to cover ongoing expenses.
- B. Encourage efforts to find and leverage additional resources that include new contracts and grants.
- C. Adjust the local funding allocation model to align with the Student Centered Funding Formula.
- D. Analyze, prioritize, and implement selected organizational structure and process recommendations included in the Collaborative Brain Trust Organization Structure Review of the VCCCD study.
- E. Support the maintenance and/or installation of District facilities to provide effective, relevant, and safe educational, work, and community spaces.
- F. Promote implementation of safety mechanisms and communication networks to quickly and effectively respond to emergency situations.
- G. Support implementation of the college-level sustainability plans and promote efforts to positively impact the environment and climate.

**Strategic Goal 4: Develop a culture that values students, collaboration, and the success of each employee.**

Objectives

- A. Promote professional development activities, leadership development programs, and opportunities to engage in participatory governance committees and activities for employees.
- B. Support employee training in both mandated and non-mandated critical areas including safety, ethics, Title IX (discrimination/ harassment), and software use as examples.
- C. Provide timely open communication on District plans, initiatives, actions, emergency situations and news items of interest including student and employee success stories.

## Appendix A: Planning Process Participants

## Appendix B: VCCCD Colleges

### Moorpark College

7075 Campus Road  
Moorpark, CA 93021  
(805) 378-1400  
[Mcinfo@vcccd.edu](mailto:Mcinfo@vcccd.edu)

#### Mission Statement

With a "students first" philosophy, Moorpark College empowers its diverse community of learners to complete their goals for academic transfer, basic skills, and career education. Moorpark College integrates instruction and student services, collaborates with industry and educational partners, and promotes a global perspective.

#### Values Statement

Our actions and decisions are based on the following values:

- **Integrity:** Committing ourselves to honesty and ethics in all individual and institutional conduct.
- **Collegiality:** Cultivating a respectful campus culture that celebrates diversity and is built on a foundation of participatory governance, open dialogue, and varied perspectives.
- **Equity & Success:** 1) Providing ready access to a high-quality education, 2) Helping students identify and achieve their educational goals, and 3) Minimizing equity gaps and empowering students from all walks of life to thrive in our campus community.
- **Excellence:** Continuously improving our individual and collective efforts to help our campus community reach its full potential.
- **Creativity & Innovation:** Supporting new approaches to problem solving, risk taking, and creative expression.

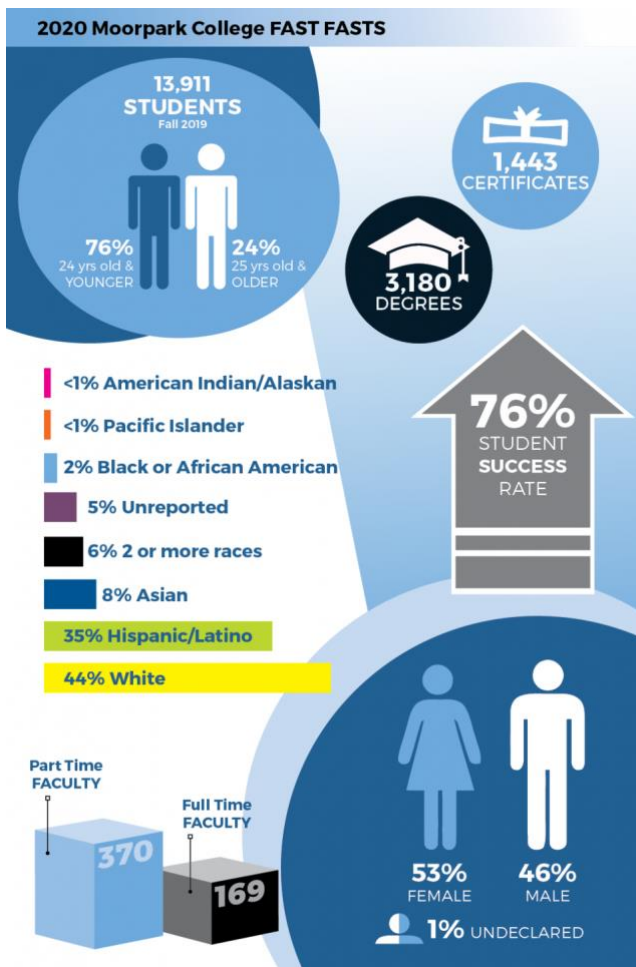
#### College Vision

We make the following commitments to our students, our community, and each other:

- We will provide equitable educational opportunities through early intervention initiatives, accessible and clearly mapped curriculum, and robust student support services.
- We will help students explore, identify, and expediently fulfill their transfer and career goals.
- We will foster a love for learning across the broad areas of human knowledge and understanding.
- We will engage with our community and support the local economy.
- We will prepare our students for fulfilling careers and promote economic and social mobility.
- We will nurture a civically-minded campus dedicated to engaging and improving our community and democratic republic through a culture of civil discourse and practice.
- We will respect the Earth by cultivating an environmentally-responsible generation and pursuing campus initiatives that are mindful of our natural resources.



- We will provide a safe and secure learning environment on our campus.
- We will promote wellness through self-awareness, self-care, and support of one another to establish and maintain healthy lifestyles.



## **Oxnard College**

**4000 South Rose Avenue**

**Oxnard, CA 93033**

**(805) 678-5800**

[Ocinfo@vcccd.edu](mailto:Ocinfo@vcccd.edu)

### **Mission**

Oxnard College is a learning-centered institution that embraces academic excellence by providing multiple pathways to student success.

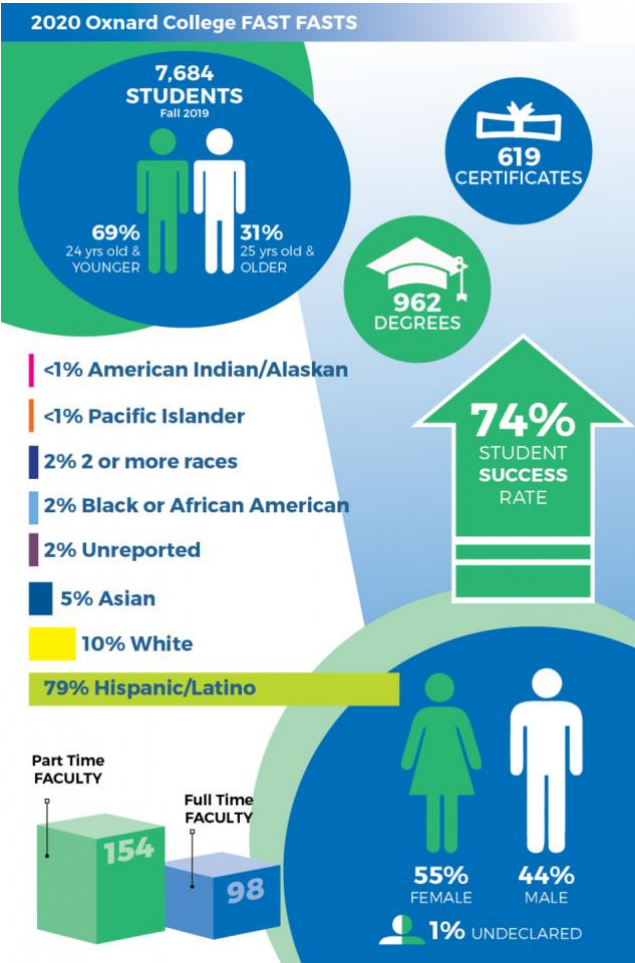
### **History**

Historically, the need for a community college serving the Oxnard Plain has been recognized by the Oxnard, Camarillo, and Port Hueneme communities and the governing board and administration of the Ventura County Community College District, since the district was formed in 1962.

Founded on the understanding established in those early years, the 118 acre college site was purchased in 1968. In 1969, the first classes offered under an Oxnard Center concept were offered at Ramona School in Oxnard. The Oxnard Center program expanded in the fall of 1973 with the opening of the Oxnard Educational Center at 9th and B streets in Oxnard, under the direction of Ventura College; in February, 1974, a Camarillo Center opened under the auspices of Moorpark College. The 2000 AD Educational Master Plan and strong support from the Oxnard-Port Hueneme area focused attention on the need for a third college in the spring of 1974, and trustees officially voted to build Oxnard College on March 26, 1974. The college officially opened its doors in June, 1975, for its first summer session, utilizing the Oxnard and Camarillo centers begun by the other two colleges in the district, and adding classes at a variety of sites throughout the Oxnard Plain.

By mid-fall, 1975, Oxnard College had more than 4,400 students enrolled and during the spring semester that number was even higher -- in all likelihood a record enrollment for first-year community colleges in this state. In fall, 1979, the first two permanent buildings were occupied on the campus. A Liberal Arts building houses 20 classrooms plus science and business laboratories and faculty office wings, and a Library/Learning Resources Center holds the college Library, Learning Center, general classrooms, and administrative and student services offices. The more recently constructed Occupational Education Building houses the college's information processing, air conditioning and refrigeration, hotel and restaurant management, electronics, and word processing programs. A new Child Development Center opened in early 1992, and a new Physical Education Complex with basketball and racquetball courts, showers and lockers, dance room and weight training facilities officially opened in the fall of 1994. The construction of a Language Arts/Math/Science Building was completed in 1997. Other campus buildings include two relocatable classroom buildings, a vocational shop building, a student services center, student activities center and a food services facility.

Oxnard College continues to be committed to developing a comprehensive educational program as well as a comprehensive campus environment for the students of its service area.



## **Ventura College**

4667 Telegraph Road

Ventura, CA 93003

(805) 289-6000

Vcinfo@vcccd.edu

### **Mission**

At Ventura College, we transform students' lives, develop human potential, create an informed citizenry, and serve as the educational and cultural heart of our community. Placing students at the center of their learning experience, we serve a highly diverse student body by providing innovative instruction and student support, focusing on associate degree and certificate completion, transfer, workforce preparation, and basic skills. We are committed to the sustainable continuous improvement of our college and its services.

### **Vision**

Ventura College will be a beacon of learning—a source of inspiration and guidance—for our students and community.

### **Guiding Principles**

At Ventura College we believe that students come first and all else follows. We strive to create a campus environment that fosters collaboration, communication, and mutual respect. We are committed to these Guiding Principles in all that we do:

- Embrace the strength of diversity
- Listen with intensity and compassion
- Communicate with integrity and patience
- Design student-centered solutions
- Spark self-confidence and a sense of discovery
- Pursue our vision and goals with passion

## 2020 Ventura College FAST FACTS

12,938  
STUDENTS  
Fall 2019

69%  
24 yrs old &  
YOUNGER



31%  
25 yrs old &  
OLDER

2,536  
DEGREES  
2020 completions

1,697  
CERTIFICATES  
2020 completions

74%  
STUDENT  
SUCCESS  
RATE

<1% American Indian/Alaskan

<1% Pacific Islander

2% Black or African American

3% Unreported

4% Asian

4% 2 or more races

23% White

64% Hispanic/Latino

Part Time  
FACULTY



Full Time  
FACULTY



55%  
FEMALE

44%  
MALE

1% UNDECLARED

**Appendix C: VCCCD Baseline and Target Data for Vision for Success Goals**