

Ventura College 2009-2019 Educational Master Plan



March 2009

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Executive Summary



In summer 2008, Ventura College began a planning process to update its Educational Master Plan which was last revised in 2003.

The goal of the project was to develop an updated comprehensive plan that would reflect current forces and trends and the latest developments and models in community colleges and serve as a guide for the future direction of the College.

The planning process was guided by several principles, among which were that it would build upon prior planning work done by the College; be responsive to accreditation requirements; and be open and collaborative. An Educational Master Plan Advisory Committee and the College's Administrative Council helped guide the process.

The project progressed through several interrelated phases, which included:

- A review of the prior plan and other existing planning reports
- Internal and external scans
- Review and update of the Core Commitments, Vision, Mission, Goals, Objectives, and Strategies
- A retreat involving 45 individuals from across the College community to review, discuss, and refine these statements
- A campuswide open forum

The Ventura College Educational Master Plan includes the following Goals:

1. Continuously improve educational programs and services to meet student, community, and workforce development needs
2. Provide students with information and access to diverse and comprehensive support services that lead to success
3. Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community, and the area's economic vitality
4. Continuously enhance institutional operations and effectiveness
5. Implement the Ventura College East Campus educational plan.

Supporting these goals are 23 objectives.

The document also includes an outline of the spaces and facilities needed by Ventura College to realize the ideals, goals, and objectives in the 2009-2019 Educational Master Plan.

This Educational Master Plan shall be considered a living document that will be reviewed, and refined on a regular basis.

President's Message

This Educational Master Plan was developed during the toughest economic period in the state and nation's history since the Great Depression, which has been a major factor in generating the largest enrollment at Ventura College in more than thirty years. Those two related events indicate the importance of the community colleges in the economic development of their communities – without access to community colleges for lifelong learning, residents of the community cannot recover from or build on economic ebbs and flows. The community colleges play a significant role in the ability of virtually anyone in our county to participate in the American Dream.

An Educational Master Plan provides the College and our community with its strategic guiding documents. Within this Plan are our Key Planning Statements that represent how we see ourselves as a College family and how we put ourselves forth to our stakeholders – our Core Commitments, our Mission and Vision statements and our Goals, Objectives and Strategies. Our Core Commitments, Mission and Vision provide the over-arching view we have of our potential and the Goals, Objectives and Strategies provide the mechanisms and timetables by which we can make that reality. These Statements will be our guiding principles for the next decade as we steer the College through these turbulent financial times to hopefully much calmer waters.

These documents represent the hard work of the entire College community, and I am very proud of the vision of the College contained in them. The faculty, staff and students who participated in the development of this Educational Master Plan spent a great deal of time in examination, analysis and dialogue about their views of what the College could and should be as we enter our ninth decade of service to our community and its residents, and I thank them for their commitment to and understanding of the importance of long-term, strategic planning. I would like to specifically thank the leadership of the Academic Senate, the Classified Senate, the Ventura College Associated Students, and the Ventura College Administrative Council for their dedication to this process. Their enthusiasm and professionalism have resulted in a finely crafted comprehensive institutional strategic plan that will serve us well, and this Educational Master Plan would not have been possible without their contributions!

Sincerely,

Robin Calote

Robin Calote, Ed.D.
President

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Introduction



Institutions of higher learning are living and dynamic, and planning must be continual. As such, this Ventura College Educational Master Plan (EMP) should not be viewed as definitive, but, rather, as a framework for the future development of the institution.

This 2009-2019 Educational Master Plan builds upon a tradition of planning that has been in existence for a number of years. It is the result of a comprehensive process spanning ten months that included participation by faculty, staff, students, and administrators and a broad-based review by key constituents on the campus and in the community.

The planning process used in the development of this document attempted to strike the appropriate balance between internal values and strengths and external needs and opportunities. An institution that minimizes the former may, over time, damage the roots and ideals that sustain it. An institution that ignores the demands of changing times and opportunities will become insular and unresponsive to the needs of those it is intended to serve.

This Educational Master Plan also addresses the long-term enrollment plans for Ventura College and the facilities needed to accommodate future growth.

Context

California Higher Education

California public higher education consists of three sectors: the University of California, California State University, and the California Community Colleges. The policies and structure of California higher education have been shaped by the California Master Plan for Higher Education, originally adopted in 1960.

The California Master Plan drew clear lines between the research-oriented University of California (UC) and the teaching-oriented California State University (CSU); between Community Colleges with open access, and UC and CSU sectors with restricted admissions. The California Master Plan's distinctions were intended to promote an ordered growth, prevent turf wars, control "mission creep," and provide clear messages to the public about the roles and missions of the sectors and how they relate to one another to create a coherent public higher education system.

The University of California, with a total fall 2007 enrollment of 220,034 students, is oriented toward graduate education and research. It consists of one medical school and nine campuses governed by a single Board of Regents and a statewide President's Office.

California State University, with a fall 2007 enrollment of 431,632 students on 23 campuses, places primary emphasis on undergraduate academic and professional education and limited graduate-level work, primarily at the master's level. CSU is governed by a single Board of Trustees with a statewide Chancellor's Office.

California Community Colleges

In the fall 2007 semester, California Community Colleges enrolled over 1.7 million students in credit and noncredit classes in 72 districts and 110 colleges. Governance of the California Community Colleges more closely resembles a confederation than a system. It is comprised of a three-level structure:

1. A statewide Chancellor's Office and Board of Governors, with coordinating authority
2. Regional Community College Districts governed by locally-elected trustees
3. Individual campuses

The Board of Governors consists of 17 members appointed by the Governor of the State of California. The Board of Governors appoints the Chancellor. Together, the Chancellor's Office and Board of Governors set policy, conduct long-range planning and are responsible for allocating state funding to the colleges and districts. The work of the Chancellor's Office is performed through seven major divisions: College Finance and Fiscal Policy Planning; Legal Affairs and Contracts; Educational Services and Economic Development; Policy, Planning and External Affairs; Student Services; Human Resources; and Internal Affairs.

The California Community Colleges operate under a shared governance system whose tenets are outlined in 1988 legislation (AB 1725). The Chancellor's Office has formed the 18-member Consultation Council to facilitate the shared governance system. The Council acts as a formal advisory body to the Chancellor who, in turn, makes recommendations to the Board of Governors. The Council, chaired by the Chancellor, meets monthly and includes representatives of the trustees, executive officers, students, administrators, business officers, student services officers, instructional officers, and representative organizations such as faculty and staff unions and associations.

Ventura County Community College District

The Ventura County Community College District, with a fall 2008 enrollment of 36,443, offers programs in general education for transfer to four-year universities, occupational and vocational fields, developmental programs, guidance assistance, community service,

and continuing education at three Colleges:

- Ventura College, founded in 1925, one of the oldest community Colleges in California;
- Moorpark College, established in 1963; and,
- Oxnard College, founded in 1975.

The District is governed by a five-member, locally-elected Board of Trustees and a student Board member. The Chancellor, the District's Chief Executive Officer, is responsible for carrying out policies approved by the Board of Trustees.

Ventura College

Ventura College was founded in 1925 when a junior college department was added at the Ventura Union High School, which was located on the site now occupied by Cabrillo Middle School. In 1929, the Ventura High School District adopted the "four-year plan" of secondary education, providing for four years of junior high school, grades 7-10, and four years of high school/junior college, grades 11-14. A year later, Ventura Junior College, as it was known, moved to a new campus on the site currently occupied by Ventura High School. In 1952, the Ventura High School District adopted a 3-3-2 organization and Ventura Junior College became Ventura College, a two-year post-secondary institution. In 1952, Ventura College moved to its present 112-acre campus on Telegraph Road, which had previously been agricultural land consisting of walnut and orange groves. Over the years, the College began offering courses at off-campus locations in Fillmore, Ojai, Piru, and Santa Paula. In 2000, it opened its East Campus in Santa Paula.

In fall 2008, Ventura College served a total of 14,467 students on the main campus in Ventura, the East Campus in Santa Paula, and its other off-campus locations.

Planning Methodology

Guiding Principles

The planning process was guided by the following principles:

- The planning process will be open and collaborative, though mindful of the need to complete a plan by March 2009.
- It will involve all Ventura College stakeholders: faculty, staff, administrators, students, and community.
- It will build on work already done.
- It will balance working with the existing Educational Master Plan and being creative.
- It will utilize existing committees.
- It will keep individuals informed and provide opportunities for input.

Process for Updating the Educational Master Plan

The project began in summer 2008 with a goal for completion by March 2009. While the process developed was for an update of the existing plan, it included all of the elements of an Educational Master Plan to ensure that the plan would reflect current forces and trends and the latest developments and models in community colleges.

Phase 1: Project Preparation and Refinement

The STRATUS team began the planning process with two project preparation meetings, one with the Administrative Council and another with the Ventura College EMP Planning Committee. The purpose of the meetings was to:

- Review and refine the work plan
- Critique the 2003 Educational Master Plan
- Identify issues that will have a significant effect on the future of the College
- Identify individuals and groups to be interviewed
- Identify competitive and model institutions and programs
- Clarify the role of the EMP Planning Committee
- Identify the Project Liaison

Phase 2: Strategic Research

Document Review

Materials relevant to the planning process of the project were reviewed, including:

- Statistical Fact Book
- Most recent Ventura College Accrediting Commission for Community and Junior Colleges (ACCJC) self study
- Current physical master plan for the College
- Catalog
- Schedule of Classes
 - Ventura Campus
 - East Campus
- Organizational structure
- Policies and procedures manuals describing the governance, consultative, and decision-making processes used at the College
- Special studies and reports that address the needs of the College
- District and State reporting requirements and deadlines to which the College must adhere

Environmental Scan

A study was conducted on the major forces and trends affecting the future of the College:

- Ventura College Student Population
- Regional Demographics
- Regional Educational Attainment
- Regional Workforce Trends
- National Higher Education Trends

Internal Scan

One-to-one interviews, small-group meetings, and forums were held with selected faculty, staff, students, and community members to identify insights, ideas, concerns, and opportunities for the College.

Phase 3: Update of the Educational Master Plan

The STRATUS team reviewed the College's existing Vision, Mission, Values, and Practices statements and suggested modifications that reflected the findings of Phases One and Two, including consolidating the Core Values and Practices into one set of Core Commitments.

Review of Progress on 2003 Goals and Strategies

The STRATUS team worked with the EMP Planning Committee and others to assess progress on realizing the 2003 goals and strategies and determine which remain outstanding and which should be considered for inclusion in the updated plan.

Formulate Updated Goals, Objectives and Strategies

Based on the findings in Phases One and Two, the STRATUS team suggested revisions to the 2003 goals. The team drafted a set of objectives and strategies that reflect current external needs, trends, opportunities, and best practices.

The remaining strategies in the 2003 Educational Master Plan and the new objectives and strategies were merged to create the major elements of this updated Educational Master Plan.

Planning Committee Retreat

The STRATUS team held a retreat involving the EMP Planning Committee and other campus stakeholders. It was important that participation was inclusive in order to provide as many individuals as possible the opportunity to participate in the process and feel a sense of ownership of the Educational Master Plan.

The purpose of the retreat was to share the results of the strategic research, describe how its findings led to the formation of the draft statements on core values, vision, mission, goals, objectives, and strategies; and provide participants the opportunity, in small and large groups, to discuss what had been presented and make suggestions.

Identify Space Implications

Having identified the goals, objectives, and strategies for the updated Educational Master Plan, the STRATUS team formulated the space implications, including:

- Formulating enrollment projections (headcount, full-time equivalent students, weekly student contact hours, etc.) for the Ventura and East Campuses.
- Analyzing Chapter Five ("Facilities Needs Analysis") in the 2003

Educational Master Plan to determine how many of the needs stated there have been satisfied by bond-funded projects.

- Identify new projects necessary to realize the 2009-2019 Ventura College Educational Master Plan.

Phase 4: Draft Report and Broad-Based Consultation

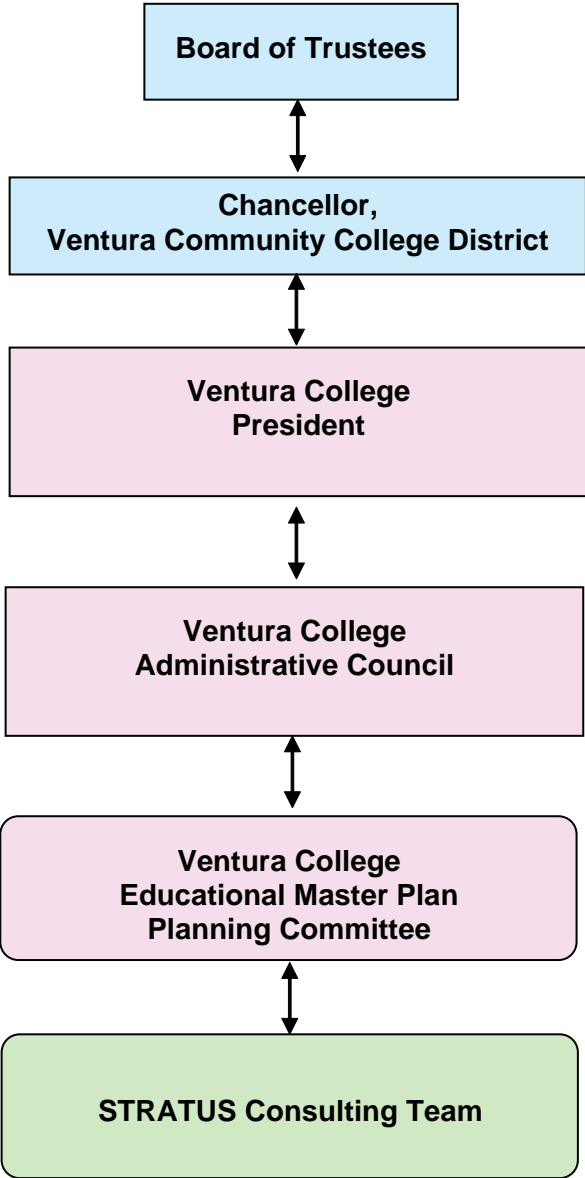
Draft Educational Master Plan

A draft of the 2009-2019 Ventura College Educational Master Plan was developed and presented to the members of the EMP Planning Committee at an extended meeting. Once completed, open forums were held on campus to present the Educational Master Plan to the College community, hear reactions, and answer questions.

Final Report

The results of the final review process were taken into account, and a final draft and PowerPoint of the Ventura College Educational Master Plan was developed. Additionally, the consulting team was available, as needed, to assist the College in making presentations to the Board of Trustees and other groups.

Exhibit 1-1 below depicts the relationships between the various groups and individuals involved in developing the Educational Master Plan.



Strategic Research

Introduction



This section of the Educational Master Plan presents the findings gathered through scans of both internal and external factors impacting Ventura College. The strategic research process included individual interviews and small group discussions with faculty, staff, students, community members, local politicians, and industry professionals as well as scans of the regional demographics, regional employment needs and trends, and educational attainment among other activities. The research findings are presented in two parts — Environmental Scan and Internal Scan. Included in these two parts are the following sections:

Environmental Scan

- Ventura College Student Population
- Regional Demographics
- Regional Educational Attainment
- Regional Workforce Trends
- National Higher Education Trends

Internal Scan

- Perceptions of Ventura College Strengths
- Perceptions of Ventura College Needs and Opportunities

Data on the Ventura College student population is included in the Environmental Scan so that it could be easily compared to a number of different variables.



Environmental Scan

Introduction

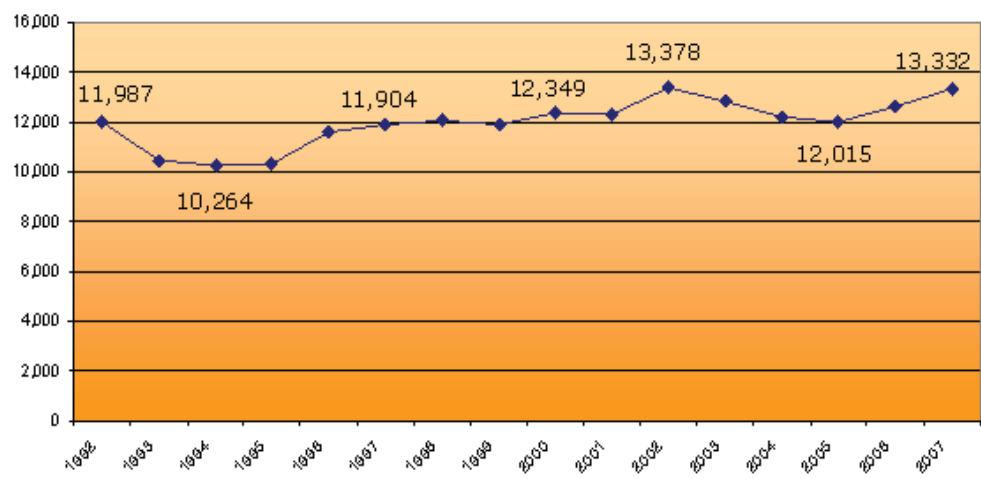
An important part of developing an Educational Master Plan is an assessment of the external forces and trends in order to understand and align institutional strengths and qualities, outlined in the next section of this chapter, with external forces and opportunities. The environmental scan covers the following items:

- Ventura College Student Population
- Regional Demographics
- Regional Educational Attainment
- Regional Workforce Trends
- National Higher Education Trends

Ventura College Student Population

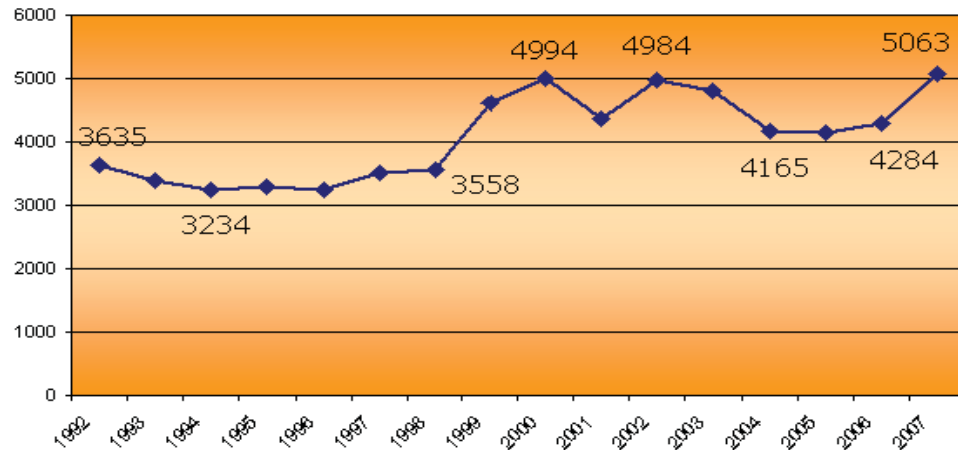
1. The enrollment at Ventura College fluctuated considerably between 1992 and 2007. During this time period, the College’s headcount enrollment peaked at 13,378. The full-time equivalent student (FTES) enrollment peak of 5,063 occurred in fall 2007, the last term for which data is available from the State of California.

Ventura College Headcount Enrollment
Fall 1992 to Fall 2007



Source: California Community College Chancellor’s Office, Data Mart

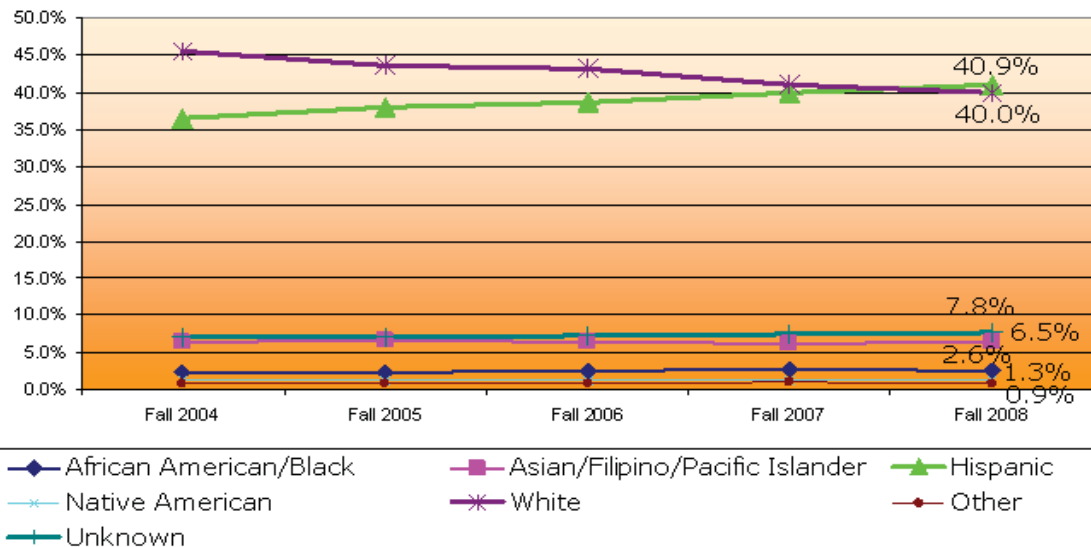
Ventura College Full-Time Equivalent Student (FTES) Enrollment
Fall 1992 to Fall 2007



Source: California Community College Chancellor's Office, Data Mart

- In fall 2008, Hispanic student enrollment at Ventura College surpassed the enrollment of any other racial group. During that term, 40.9% of the students enrolled at the College were Hispanic. The second largest racial group enrolled at the College was White, which constituted 40% of the population.

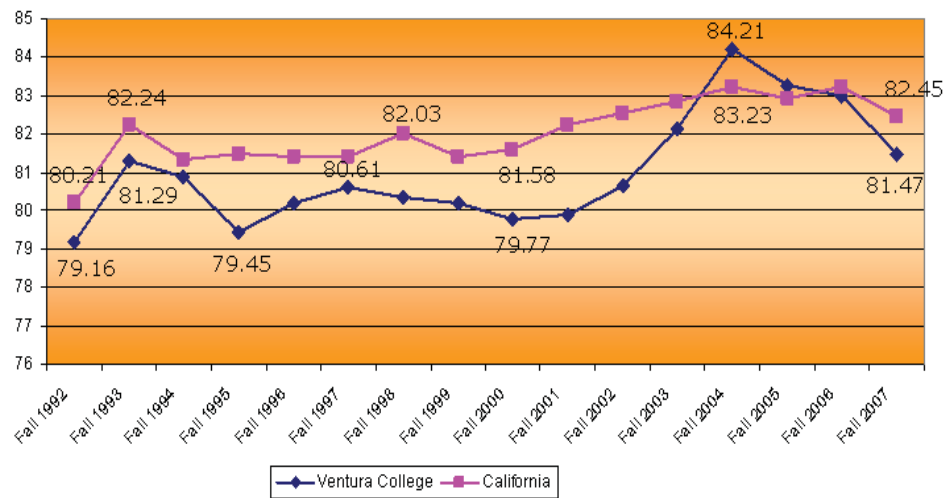
Ventura College Enrollment by Ethnicity
Fall 2004 to Fall 2008



Source: Ventura County Community College District, Office of Institutional Research

- The in-course (single term) retention rate for fall semesters at Ventura College has fluctuated between 79.46 and 84.12 percent between 1992 and 2007.

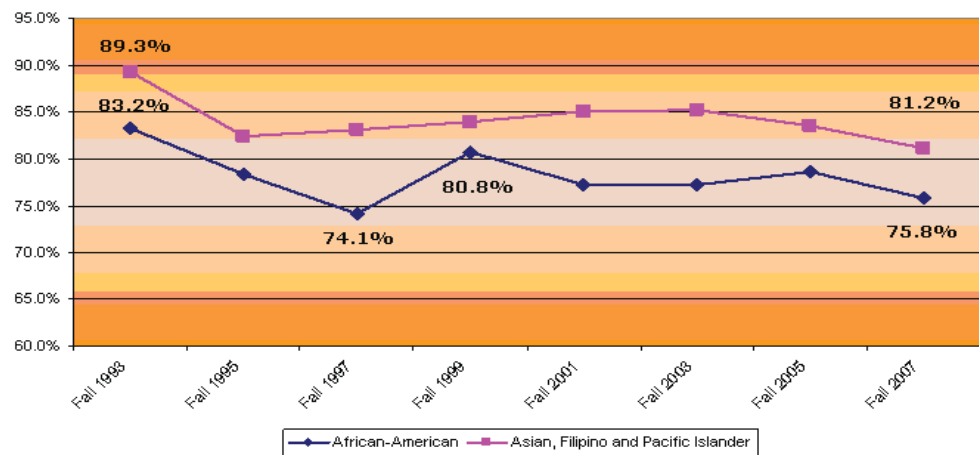
**Ventura College In-Course (Single-Term) Retention Rate
Fall 1992 to Fall 2007**



Source: California Community College Chancellor's Office, Data Mart

- Between 1993 and 2007, the in-course (single term) rate at which Ventura College retained its Asian, Filipino and Pacific Islander students as well as its African-American students dropped by 8.1% and 7.4% respectively. The rates for Hispanic, White Non-Hispanic and all other students remained unchanged during this same period.

**Ventura College In-Course (Single-Term) Retention by Ethnicity
Fall 1993 to Fall 2007**



Source: California Community College Chancellor's Office, Data Mart

- Ventura College’s student success rates, those that measure the percentage of courses with grades of A, B, C or CR out of all courses, compare favorably with those of California as a whole.

Term	Ventura College Student Success			California Student Success		
	Number of Grades		Success Rate	Number of Grades		Success Rate
	Total	Successful		Total	Successful	
Fall 2004	31,178	21,185	67.95%	3,752,587	2,509,075	66.86%
Fall 2005	30,903	20,839	67.43%	3,724,920	2,453,445	65.87%
Fall 2006	31,259	20,812	66.58%	3,760,563	2,485,579	66.10%
Fall 2007	33,746	22,080	65.43%	3,967,905	2,604,449	65.59%
Fall 2008	38,112	25,185	66.08%	TBD	TBD	TBD

Source: Ventura College Office of Research and Evaluation

- Between fall 2004 and fall 2007, the fall to spring-term persistence rate for students enrolled at Ventura College hovered around 61%. During that same period, the fall to fall-term persistence rate rose from 41% to 44%.

Initial Term	Number of Students	First-Term Persistence				First-Year Persistence	
		Number of Students	Rate	*Enrolled in spring	Rate	*Enrolled in spring or skipped spring	Rate
Fall 2004	11,537	7,023	60.87%	4,075	35.32%	4,782	41.45%
Fall 2005	11,509	7,166	62.26%	4,230	36.75%	4,900	42.58%
Fall 2006	12,044	7,121	59.12%	4,293	35.64%	5,066	42.06%
Fall 2007	12,725	7,736	60.79%	4,835	38.0%	5,636	44.29%

Source: Ventura College Office of Research and Evaluation

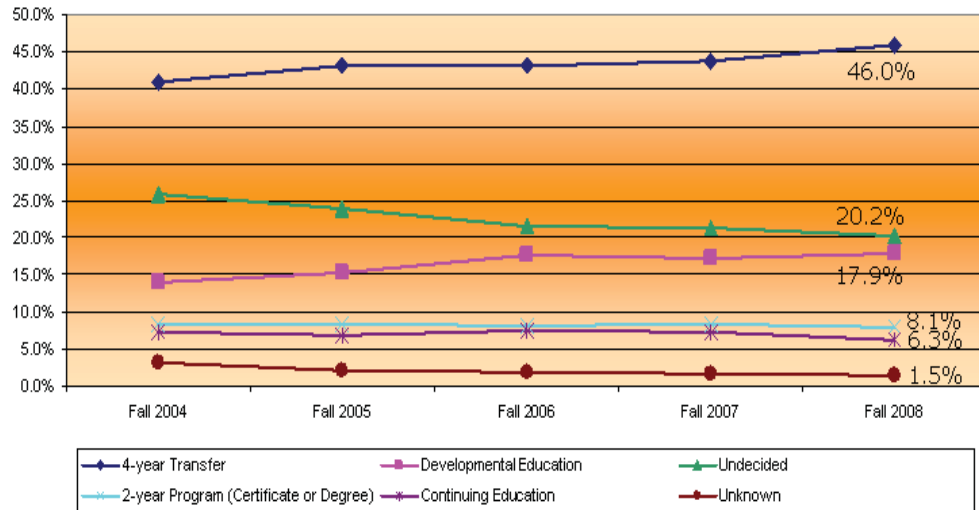
* **Two persistence rates** were computed for each **Next Fall Term**:

Enrolled in spring: Students were enrolled in Next Spring Term *as-well-as* in Next Fall Term. **Enrolled**

in spring or skipped spring: Students who did not enroll in the Next Spring Term (skipped spring) are included with the students who enrolled in spring.

- Between fall 2004 to fall 2008, the percentage of Ventura College students declaring “4-year transfer” as their educational goal has risen from just over 40% to 46%, a climb of 6 percentage points. During this same time period, the percentage of students entering the College with an “unknown” educational goal has dropped from just over 25% to 20.2%.

**Stated Educational Goal of Students at Ventura College
Fall 2004 to Fall 2008**



Source: Ventura County Community College District, Office of Institutional Research

- Students participating in the Ventura College Promise program have averaged more unit enrollments and have persisted at higher rates than their non-Promise peers. Promise students are over 60% more likely than their non-Promise peers to be enrolled full-time at the College and, collectively, Promise students have a lower GPA than their non-Promise peers.

Fall 2007 Student Categories	Number of Students	Number of Courses	Enrolled Units	Average Enrolled Units
All Students	13,240	34,390	105,096	7.9
Non-Promise Students	12,179	30,027	90,057	7.4
Promise Students	1,061	4,363	14,139	13.3

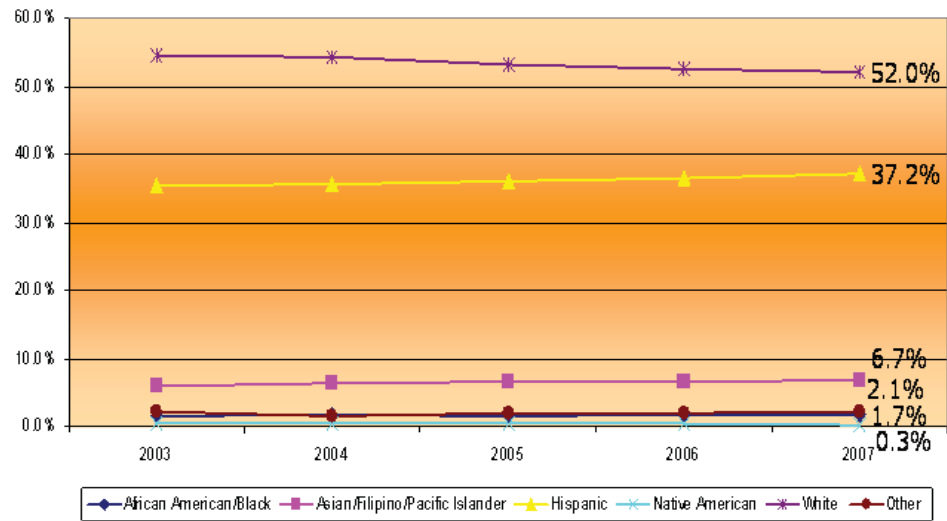
Fall 2007 Student Categories	Full-Time Percentage	Retention Percentage	Grade Point Average	Persistence to Spring 2008
All Students	31.4%	83.4%	2.65	TBD
Non-Promise Students	27.0%	83.1%	2.67	TBD
Promise Students	82.2%	85.3%	2.50	TBD

Fall 2007 Student Categories	Persistence Rates		
	Spring 2008	Fall 2008	Spring 2009
Non-Promise Students	67.4%	43.6%	35.4%
Promise Students	87.6%	68.4%	59.2%

Regional Demographics

1. Between 2003 and 2007, the most significant growth in Ventura County's population occurred in the Hispanic. In 2003, Hispanic residents represented 35.4% of the County population. In 2007, that same demographic represented 37.2% of the population. Between 2003 and 2007, the County's white population fell from 54.6% to 52%.

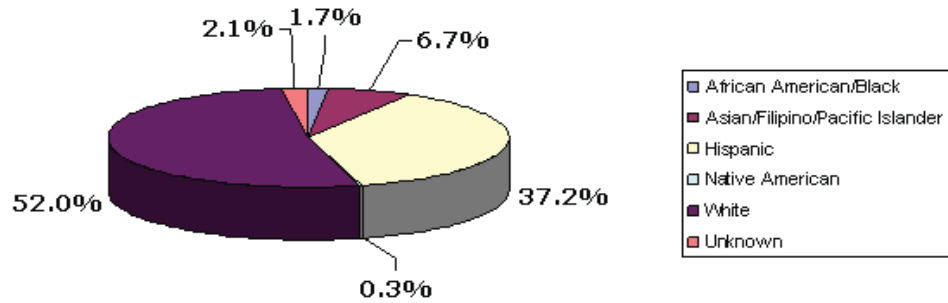
Ventura County Population, 2003 to 2007



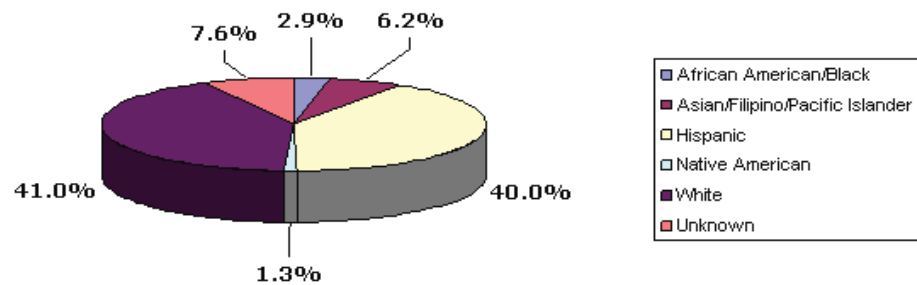
Source: American Community Survey, 2003 to 2007

- When comparing the region's demographics to those of Ventura College, it is clear to see that the College is enrolling a population of students that is more diverse than those who live in the County as a whole.

Ventura County Ethnicity - Fall 2007



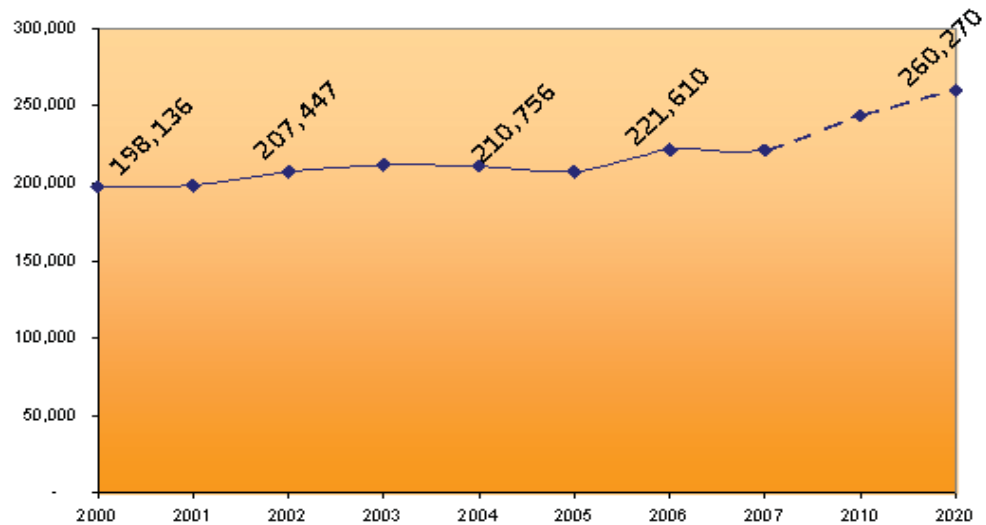
Ventura College Ethnicity - Fall 2007



Source: American Community Survey, 2007; Ventura County Community College District, Office of Institutional Research

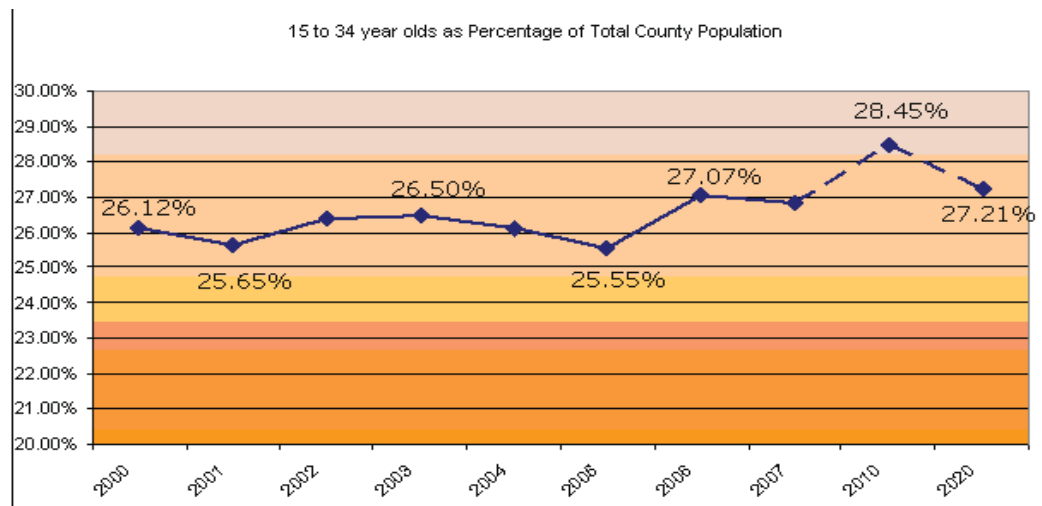
- The number of 15 to 34 year old residents in Ventura County rose by 23,741 between 2000 and 2007. This overall number of County residents in this age group is projected to climb to 260,270 by 2020, an annual average of 1.5%.

Number of 15 to 34 year olds in Ventura County, 2000 to 2020



Sources: United States Census 2000; American Community Survey, 2001 to 2007; California Department of Finance (projections)

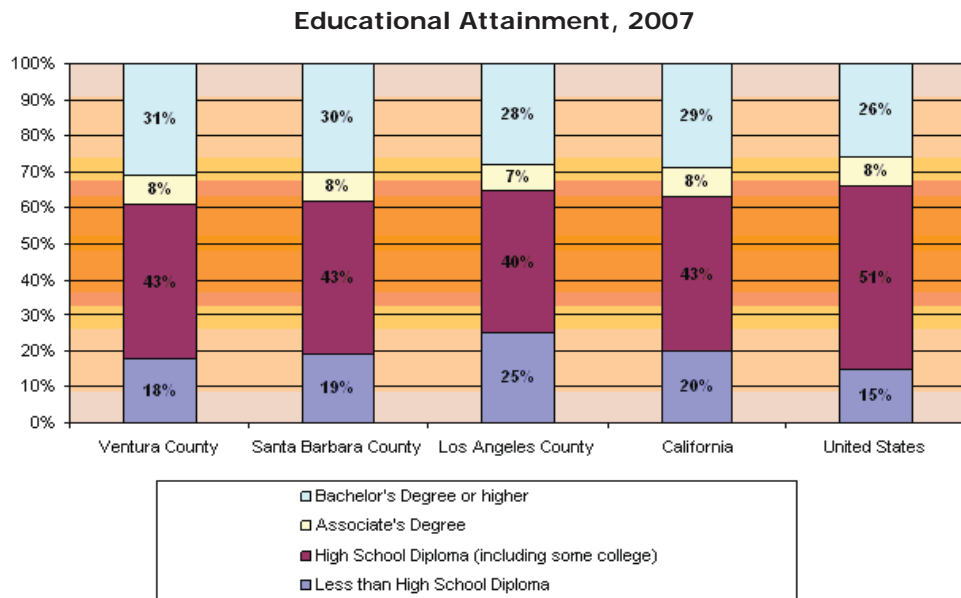
- When compared to the overall population in Ventura County, individuals in the 15 to 34 year old category comprise on average between 25 and 30% of the population. This proportion of the population is predicted to peak in 2010 and then decline by just over 1% between 2010 and 2020.



Sources: United States Census 2000; American Community Survey, 2001 to 2007; California Department of Finance (projections)

Regional Educational Attainment

1. According to the 2007 *American Community Survey*, 61% of individuals living in Ventura County held a high school diploma or less. This rate was comparable to that of Santa Barbara County and the State of California and slightly lower than the rate for Los Angeles County.



Source: American Community Survey, 2007

Regional Workforce Trends

1. The top 25 jobs with the most openings in the Ventura County metropolitan statistical area between 2004 and 2014 that require an Associate's Degree or Post-Secondary Certificate appear in the table below. Of the approximately 7,440 job openings between 2004 and 2014 requiring an AA or AS degree or post-secondary certificate, about 47% are in health-related fields; 32% in engineering, technology, machining, and repair fields; 11% in the service sector; 7% in education; and 3% in administrative support positions.

**Top 25 Jobs Requiring AA/AS Degree
Ventura County, 2004-2014**

Job Title	Job Openings (2004-2014)	Job Openings per Year	Median Hourly Wage
Registered Nurses	1880	188	\$30.75
Automotive Service Technicians and Mechanics	870	87	\$16.39
Fitness Trainers and Aerobics Instructors	520	52	\$18.78
Preschool Teachers, Except Special Education	400	40	\$10.47
Medical Secretaries	350	35	\$14.48
Electrical and Electronic Engineering Technicians	330	33	\$29.35
Hairdressers, Hairstylists, and Cosmetologists	330	33	\$8.06
Computer Support Specialists	310	31	\$20.20
Welders, Cutters, Solderers, and Brazers	290	29	\$16.13
Licensed Practical and Licensed Vocational Nurses	250	25	\$19.85
Dental Hygienists	200	20	\$16.83
Massage Therapists	180	18	\$13.35
Radiologic Technologists and Technicians	170	17	\$27.59
Real Estate Sales Agents	170	17	\$22.63
Respiratory Therapists	150	15	\$29.41
Bus and Truck Mechanics and Diesel Engine Specialists	140	14	\$19.69
Paralegals and Legal Assistants	130	13	\$16.81
Chefs and Head Cooks	110	11	\$17.46
Legal Secretaries	110	11	\$23.14
Aircraft Mechanics and Service Technicians	100	10	\$23.40
Computer Specialists, All Other	90	9	\$33.95
Engineering Technicians, Except Drafters, All Other	90	9	\$32.32
Environmental Science and Protection Technicians, Including Health	90	9	\$15.36
Vocational Education Teachers, Postsecondary	90	9	\$22.60
Mobile Heavy Equipment Mechanics, Except Engines	90	9	\$27.54

Source: California Employment Development Department

2. The top 25 jobs with the most openings in the Ventura County metropolitan statistical area between 2004 and 2014 that require a Bachelor's Degree are shown in the table below. Of the approximately 15,500 jobs, about 53% are in business fields; 25% in technology and engineering fields; and 22% in education.

**Top 25 Jobs Requiring BA/BS Degree
Ventura County, 2004-2014**

Occupational Title	Job Openings (2004 - 2014)	Yearly Job Openings	Median Hourly Wage
General and Operations Managers	1,550	155	\$47.56
Business Operations Specialists, All Other	1,410	141	\$27.85
Elementary School Teachers, Except Special Education	1,300	130	[4]
Farm, Ranch, and Other Agricultural Managers	930	93	\$21.53
Secondary School Teachers, Except Special and Vocational Education	920	92	[4]
Accountants and Auditors	810	81	\$26.54
Computer Software Engineers, Applications	550	55	\$39.62
Electronics Engineers, Except Computer	550	55	\$43.53
Employment, Recruitment, and Placement Specialists	530	53	N/A
Computer Systems Analysts	440	44	\$39.49
Middle School Teachers, Except Special and Vocational Education	430	43	[4]
Sales Managers	410	41	\$49.79
Financial Managers	360	36	\$44.69
Loan Officers	350	35	N/A
Teachers and Instructors, All Other	350	35	\$13.74
Computer Software Engineers, Systems Software	340	34	\$36.60
Recreation Workers	340	34	\$9.10
Chief Executives	330	33	>70.01
Network and Computer Systems Administrators	330	33	\$34.80
Purchasing Agents, Except Wholesale, Retail, and Farm Products	320	32	\$26.42
Network Systems and Data Communications Analysts	310	31	\$33.26
Computer and Information Systems Managers	300	30	\$50.60
Engineering Managers	280	28	\$50.69
Management Analysts	270	27	\$33.35
Mechanical Engineers	260	26	\$37.89
Computer Programmers	240	24	\$35.57
Human Resources, Training, and Labor Relations Specialists, All Other	230	23	\$30.87
Marketing Managers	220	22	\$52.69
Vocational Education Teachers, Secondary School	220	22	[4]
Industrial Engineers	210	21	\$34.59
Kindergarten Teachers, Except Special Education	210	21	[4]
Property, Real Estate, and Community Association Managers	200	20	\$20.31

Source: California Employment Development Department

National Higher Education Trends

1. There is growing competition for students between traditional and proprietary institutions such as the University of Phoenix and National University.
2. The role of instructional technology is expanding.
 - Online learning continues to grow, making students much less place-bound. As a result, the number of courses taken via distance education has reached an all-time high, generating greater demand for electronic interfacing between faculty and students.
 - Also, video and computer games are being considered viable options for hands-on classroom instruction and teaching tools.
3. Understanding and measuring the factors leading to “student success” is increasingly being recognized as important, especially at community colleges where student goals are more diverse than at 4-year institutions. Measures such as the Community College Survey of Student Engagement (CCSSE) have become mainstream tools to help institutions learn what drives student success happen and develop plans to increase success.
4. Income disparities are increasingly being recognized as the most significant barrier to access and graduation for all students, with minority students being impacted most.
5. Concern for ability to finance a college education is at an all-time high as measured over the past 30 years. For the 2007-2008 school year, 38.9% of students report this to be a major concern, a measure slightly higher than the previous high reported in 1987-1989.
6. Institutional academic rankings are not as important to today’s students as they were to generations past. Factors such as strength in academic major and financial aid availability carry more weight; with ability to pay for college increasingly becoming the determining factor for Millennials, individuals born between 1982 and 2001, in deciding where they will attend college.
7. The United States economy is experiencing one of its most difficult periods ever and has become increasingly unpredictable. Historically, economic slowdown has led to increasing enrollments, particularly at community colleges. Much of this enrollment growth will go unfunded by State governments as many are experiencing economic troubles themselves. In California, the California State University and University of California systems have lowered their enrollment targets

beginning in fall 2009 due to the financial crisis. As such, students who might typically attend a Cal State or UC campus may opt to attend community college and thereby impact enrollment in that sector as a whole.

8. Colleges and universities are taking greater responsibility for more parts of students' lives, a trend driven as much by parents as by the needs of colleges and universities to influence student behavior both on and off campus.
9. There is increased interest in sustainable or "green" practices on campus.
10. There is growing pressure by public officials and accreditation agencies for colleges to plan, measure performance, and show the "value added" from the college experience.
11. There is growing concern about data security and the use of personal information by colleges and universities.

Implications of the Environmental Scan

1. Ventura College must work to assess, understand and meet the needs of its majority Hispanic College population.
2. The steady increase in Hispanic students may require special inquiry into whether or not there is a need for ESL and other specially-targeted support programs.
3. The data indicate that Ventura College's in-course (single term) retention rate has dropped steadily since fall 2004 indicating a need to take action to increase the number of students who remain in school through the duration of the fall term.
4. The College should be prepared to accommodate an overall growth in enrollment in the coming years. There are two primary sources for this growth – the increasing number of college-aged County residents and the growth in students who get closed out of a Cal State or UC campus due to new enrollment restrictions.
5. The relatively low educational attainment of residents in the Ventura College service area has two important implications. First, there is an opportunity to meet the County's wide-ranging educational needs and grow overall. Secondly, it suggests that the College will continue to serve a large number of first-generation students who may need extra support to be successful.
6. There is a need to better understand the dynamics of the Ventura Promise program and the students who participate in it. For example, the data show that Promise students enroll in more courses than their non-Promise peers yet have carry lower cumulative GPAs. This may mean that Promise students are enrolling in more courses than they can handle which may have implications for the Promise's policies or necessary support services.
7. The profile for the top regional job openings between 2004 and 2014 requiring an AA, AS or Certificate has important curriculum development implications. Since 40% of the fastest growing jobs will be in health care professions, there is a need to increase the number of slots for students in popular health care programs such as Nursing, Emergency Medical Services/Paramedic Studies and Medical Assistant as well as to add programs in a variety of healthcare fields. Additionally, 16% of the fastest growing jobs are in Automotive Technology and Services, calling to attention the importance of improving existing Career Technical Education programs as well as starting new programs.

8. The profile for the top regional job openings between 2004 and 2014 requiring a BA or BS has important policy and curriculum development implications. From a policy perspective, developing solid articulation and transfer agreements with area 4-year colleges and universities will be essential to helping students access BA or BS opportunities. Since 45% of the job opportunities are in Business and related fields including Management, Marketing, Accounting, Human Resources, and Finance, offering a curriculum to best position students to transfer from Ventura College to a 4-year institution to study in these areas is important as well.
9. Competition from schools such as the University of Phoenix and National University may indicate a need to offer more programs online or in blended classroom/online instructional formats.
10. Students' worries about their personal finances in these uncertain economic times may increase interest and participation the Ventura Promise program and drive up demand for funding and support.

Internal Scan

This section presents findings gathered through individual interviews and small group discussions with over 150 Ventura College key stakeholders – students; faculty; staff; administrators; community members; corporate leaders; local education leaders; and local politicians.

It is important to note that the findings presented here are perceptions and may not necessarily be a factual representation of the College's activities and programs. These findings represent trends in perceptions rather than the individual opinions of those interviewed.

While varying opinions on issues and priorities exist, there is general agreement about Ventura College's strengths, needs and opportunities. This is an important overall finding as it indicates that there is concurrence about fundamental issues as the College proceeds with its planning process.

Perceptions of Ventura College Strengths

1. The **Ventura Promise** is viewed widely as a significant strength of Ventura College. Both internal and external stakeholders cited this program as among the College's most positive attributes. The stakeholders view the Promise program as the catalyst for shifting the community's perception of the attainability and affordability of higher education.
2. The College excels in **Community Relations** and enjoys positive relationships with local business and industry as well as K – 12 schools. It is widely believed that College professionals do a good job of representing the institution with various community agencies and boards. Local education professionals agree that Ventura College does a fine job of reaching out to potential students and linking with local high schools. The College shares a good relationship with its local 4-year universities as well.
3. Ventura College is seen as having a beautiful, well-maintained **Main Campus** that serves as a true jewel of the Ventura community. The campus is perceived as having an inviting feel and is centrally located. The College's new facilities, specifically the Library and Learning Resource Center, fit well with the overall aesthetic of the campus and have proven to make the campus more accessible for students.
4. The **Faculty and Staff** at Ventura College are viewed as experienced, caring and dedicated. The faculty offer high-quality instruction and are "hands on" with their students. The staff is comprised of "good people" who take pride in the College and their work.

5. The College's Executive **Leadership** are generally well regarded by campus stakeholders and are thought of as accessible, creative, and positive. Their involvement with the community has maintained a positive feeling toward the campus.
6. Many of Ventura College's **Academic Programs** are very highly regarded. The College's academic services for disabled students are well respected.
7. Ventura College enjoys a long, stable history in the Ventura community and has an **Overall Positive Reputation**. The general quality of education at the College is admired in the community, and the College is considered a valued asset by on- and off-campus stakeholders. Ventura College is considered a "cut above" its competitors.

Perceptions of Ventura College Needs and Opportunities

1. There is agreement that Ventura College needs to strengthen **Student Support**. This strengthening should include the *integrating of services*, ensuring the *timeliness and accuracy of information* for students and the community, and making improvements in the *campus environment* including food service, gathering places and safety.

While many essential student services are co-located in the Student Services Center, there remains a perception that these services neither work collaboratively nor share vital information with one another. These services continue to operate as if they are across campus in various physical locations.

Additionally, there is a perception that the College should address problems with information flow to students, particularly as related to academic program requirements, student activities and career planning. Students would like to rely on their instructors and advisors for accurate information on whether courses fulfill specific academic requirements and how different areas of study translate into diverse career opportunities. They want the College to use online resources to better publicize campus events and involvement opportunities as well.

There exists support for improving the campus environment including safety, gathering places and food service. Many College constituents spoke about the need to improve emergency communications, and the College has already instituted a new emergency response and notification plan. Most want more lighting on campus and more stringent enforcement of traffic and parking policies. Additionally, there is a need to create more indoor and outdoor gathering spaces for students as well as to extend the food service operating hours, improve the food

selection, especially as related to healthy choices and build a larger, more modern food service facility for use by students, staff and the community.

2. The College has an opportunity to leverage its **Career Technical Education** programs. Improving existing Career Technical Education programs and establishing new programs that are responsive to community needs has wide support among both internal and external College constituents. Specifically, training diverse students in healthcare roles – nursing; laboratory assistants; medical specialists; surgical, pharmaceutical and radiological technicians – will help to meet the dire need for professionals throughout Ventura County. Also, well-trained logistics, supply chain management and electronics workers are needed by County employers.
3. There is a general impression that Ventura College could **Broaden Opportunities for Input** for all stakeholders, internal and external. There is a desire on the part of internal and external constituents to be more involved in College planning and decision making. Externally, constituents appreciate the opportunity to be involved in this planning process and would like to continue to be involved over time. This includes decisions on curriculum and academic program modifications. Internally, there is a strong desire for greater opportunities to participate in decision making. Where there are existing channels for sharing ideas and input, the College would benefit by more communication on those opportunities.
4. Making a sincere and lasting commitment to the development of **East Campus** is important. There exists among campus and community stakeholders alike the desire to improve the academic program, facility and staffing resources there. The improvements cited include:
 - Academic support services including tutoring; computer lab access and support; quiet study space; and an improved library with a larger and more diverse collection.
 - Student support services including career exploration and planning; more counseling, especially for English-language learners; food service or, at minimum, a coffee cart or juice bar; a permanent bookstore selling both textbooks and basic school supplies; and more robust on-site student health services.
 - Facility needs including an upgraded, large facility and improved parking for students, staff and visitors.

Many who are affiliated with East Campus shared a sense of disengagement from the Main Campus. There exists a need to better link the two in planning and decision making and to counter the widely held belief that East Campus and, by association its

students, are not as important as the Main Campus.

6. **Professional Development** is seen as a priority for faculty and staff alike. Enhancing existing training opportunities as well as adding new ones are seen as ways to advance the College's ability to best serve its students and the community. For faculty, establishing a center focused on teaching and learning with opportunities for learning about modern pedagogy for teaching today's student, working with multi-generational students, teaching basic skills students, writing grants, developing skills for teaching online, and using technology as learning tools would be most beneficial. For staff, establishing a place to learn how to optimally use office technology and work with today's multi-generational college students would assist in professionalizing services at the College. Also, there exists a need for developing a useful handbook or "how to" manual to spell out standard operating procedures.

Additionally, offering opportunities for staff to request funding for training activities and establishing a staff recognition program are both opportunities for the College.

Implications of the Internal Scan

1. The College should look to either reorganize its existing student support structure or, at minimum, better connect the staff members that provide support services. Effort should be made to eliminate the perceived “shuffling” of students from office to office for related services, e.g. registration, financial aid, academic advising. Providing professional development for staff and perhaps cross-training individuals to serve students across several functional areas could help to solve this problem.
2. Using advanced technology including the College’s website, social networking websites and perhaps even text messaging could prove useful in communicating information to students regarding College activities and involvement opportunities. Equipping faculty and staff with up-to-date, accurate information about College, its activities and its academic policies could help to eliminate frustration and confusion for students.
3. Continually updating and refining the College’s newly-developed emergency response and notification plan will help to secure the campus and the College’s students, faculty, staff and visitors. Using advanced technology to continually modify and administer the emergency response and notification plan will keep the plan relevant in the future.
4. The College should consider developing a Community Advisory Board or President’s Advisory Council to involve community partners and local leaders in College planning and decision making. This group could serve better connect the College to its community.
5. Investing in East Campus development on both the facilities and human resources fronts could help to improve the College’s presence in the Santa Clara River Valley. As more and more students of traditional college-going age demand access to services in Ventura County, the East Campus could serve a broader purpose than it does currently.
6. The College should continue and expand its commitment to the Ventura Promise program and the Corporate Promise program.
7. The College should leverage its Career Technical Education programs to both improve existing programs and develop new programs to meet community needs.
8. There is a need to provide and communicate ways that individuals can participate in the governance and decision making at the College.

Key Planning Statements

Introduction



The Key Planning Statements drive every aspect of the Ventura College Educational Master Plan and contain three elements: Core Commitments, Vision and Mission.

Core Commitments are basic beliefs and actions that emanate from the fundamental traditions and values which guide not only the Plan, but the College's day-to-day decisions and behaviors. Core commitments do not necessarily describe "what is," but how the College strives to think and act.

The **Vision** is a brief statement that describes the College's desired future state of being. The vision statement should be short, inspiring and highly aspirational. Though the vision statement may seem unachievable, it serves as a timeless ideal toward which the College is always striving.

The **Mission** expresses what the College is; who it serves; what it does; and how it is unique, relative to other institutions. This uniqueness is what is often missing from mission statements, making many College mission statements sound alike.

Core Commitments

Ventura College is dedicated to following a set of enduring Core Commitments that shall guide it through changing times and give rise to its Vision, Mission and Goals.

Student Success

Centering our efforts on meeting the needs of our students and helping them to succeed.

Respect

Recognizing the personal dignity and full potential of every individual and fostering positive values in all interactions.

Integrity

Maintaining an open, honest and ethical environment.

Quality

Achieving excellence in the broad range of academic programs and services provided to our students and the community.

Collegiality

Creating a professional and supportive environment where students, faculty and staff can achieve personal growth and fulfillment and where accomplishments are recognized and celebrated.

Access

Providing learning opportunities for all individuals.

Innovation

Embracing creative methods and approaches to assuring the best possible experience for all students and the community we serve.

Diversity

Embracing and responding to our increasingly diverse student body and the global environment in which the college operates.

Service

Enhancing the quality of life of the community and meeting its needs.

Collaboration

Working together as colleagues on College issues and decisions and actively seeking to form partnerships with our community and other organizations to address mutual goals.

Sustainability

Fostering responsibility and pride in our campus and serving as a model of environmental stewardship, being mindful of the impact we have on the environment as individuals and as a community.

Continuous Improvement

Recognizing that as an organization we are always in a state of evolution, we strive to be the best we can be through continual reflection, data-driven decision making and holding ourselves accountable for responsible use of public resources.

Vision Statement

Ventura College will be a model community college known for enhancing the lives and economic futures of its students and the community.

Mission Statement

Ventura College, one of the oldest comprehensive community colleges in California, provides a positive and accessible learning environment that is responsive to the needs of a highly diverse student body through a varied selection of disciplines, learning approaches and teaching methods including traditional classroom instruction, distance education, experiential learning, and co-curricular activities. It offers courses in basic skills and English-language learning; programs for students seeking an Associate's Degree, certificate or license for job placement and advancement; curricula for students planning to transfer; and training programs to meet worker and employee needs. The College is a leader in providing instruction and support for students with disabilities.

With its commitment to workforce development in support of the State and region's economic viability, Ventura College takes pride in creating transfer, career technical and continuing education opportunities that promote success, develop students to their full potential, create lifelong learners, enhance personal growth and life enrichment and foster positive values for successful living and membership in a multicultural society. The College has a dedicated, caring faculty and staff who are committed to student success and to continual assessment of learning outcomes in order to maintain high quality courses and programs.

Originally landscaped to be an arboretum, the College has a beautiful, park-like campus that serves as a vital community resource.

Design for the Future

Introduction



The College's Goals, Objectives and Strategies are the map to its future.

- **Goals** are statements of central direction that are paths to living out an institution's Mission and realizing its Vision. The Goals presented herein align with the Goals set forth in the Ventura County Community College District's planning efforts.
- **Objectives** are measurable outcomes that move the institution toward realizing its goals. Because objectives are measurable, the raw numbers, percentages, and dates associated with them can be used to create "dashboard indicators". Similar to the gauges on the dashboard of an automobile that show speed, fuel consumption and economy, engine temperature and other factors, dashboard indicators provide a quick measure of progress toward the College's desired outcomes.
- **Strategies** are specific activities and initiatives that enable the institution to achieve its objectives.

This Educational Master Plan contains five goals. Each goal is followed immediately by objectives and several strategies which define the future direction for the College. Ventura College's goals are:

- Goal 1:** Continuously improve educational programs and services to **meet student, community, and workforce development needs**.
- Goal 2:** Provide students with information and access to **diverse and comprehensive support services** that lead to their success.
- Goal 3:** Partner with local and regional organizations to achieve mutual goals and **strengthen the College, the community, and the area's economic vitality**.
- Goal 4:** Continuously **enhance institutional operations and effectiveness**.
- Goal 5:** Implement the **Ventura College East Campus** educational plan.

Goals, Objectives, and Strategies

Goal 1: Continuously improve educational programs and services to meet student, community, and workforce development needs.

As a comprehensive community college, Ventura College offers a number of general and occupational programs leading to a Certificate of Achievement or an Associate's Degree in the following areas:

Associate in Arts Degrees and Certificates of Achievement

- Bilingual/Cross-Cultural Studies
- Biological Sciences
- Ceramics
- Fine Art
- General Studies/Patterns I through III
- International Studies
- Journalism (not offered 2008-10)
- Music
- Photography
- Sociology
- Theatre Arts

Associate in Science Degrees and Certificates of Achievement

- Accounting
- Agricultural Plant Science
- Architecture
- Automotive Technology
- Biological Sciences
- Business/General
- Business/Management
- Child Development
- Clerical
- Commercial Art
- Computer Science
- Construction Technology
- Criminal Justice
- Drafting Technology
- Emergency Medical Services/ Paramedic Studies
- Engineering
- Executive Assistant
- Fashion Design & Merchandising
- Home Economics
- Medical Assistant
- Multimedia (not offered 2008-10)
- Natural Resources
- Nursing (AS only)
- Physical Science/ Engineering Technology
- Supervision
- Water Science
- Welding Technology

Certificates of Achievement

- Agriculture
- Architecture
- Art/Ceramics
- Automotive Technology
- Bilingual/Cross-Cultural Studies
- Biological Sciences
- Business/Accounting
- Business/General
- Business/Management
- Child Development
- Commercial Art
- Computer Science
- Construction Technology
- Criminal Justice
- Drafting Technology
- Emergency Medical Services/Paramedic Studies
- Engineering
- Executive Assistant
- Fashion Design & Merchandising
- Fine Art
- Home Economics
- International Studies
- Journalism (not offered 2008-10)
- Landscape Management
- Medical Assistant
- Multimedia (not offered 2008-10)
- Music
- Photography
- Physical Science/Engineering Technology
- Sociology
- Supervision
- Theatre Arts
- Water Science
- Welding Technology

Building on this rich array of programs, Ventura College wishes to take measures to enhance its offerings in terms of the relevance of programs and courses, effectiveness of program delivery, and the rapidly changing needs of business and industry.

Objectives

1. *Planning, Research and Assessment:* Regularly gather and analyze data related to student interests and regional workforce needs and make necessary adjustments to programs and services.
2. *Curriculum and Instructional Delivery:* Continually refine course content and approaches to instructional delivery to meet student and regional needs.
3. *Career Technical and Regional Education:* Refine career, technical and regional education programs to meet constantly evolving needs.
4. *Professional Development for Faculty:* Increase opportunities for faculty growth and training to enhance the teaching-learning process.

Strategies

Planning, Research and Assessment

1. Develop a systematic method for monitoring the following on a regular basis and implement changes, based on findings:
 - a. Student interests and regional needs so that the College maintains responsive programs and services.
 - b. How Ventura College students obtain information about the College.
 - c. Which student support services are of most value to students, when those services are most needed and the most effective means of delivering them to support students in achieving their goals.
 - d. Which on-the-job competencies are desired by students' employers and potential employers.
2. Continue program reviews to regularly evaluate the effectiveness of all College programs, services and functions.
 - a. Tie criteria for the reviews based on criteria identified in program-level plans and in the Educational Master Plan.
 - b. Reward meeting performance criteria with favorable allocation of resources.
3. Continually assess Student Learning Outcomes (SLO) for all courses and programs.
4. Monitor the outcomes of student participation in community service and experiential learning programs.

Curriculum and Instructional Delivery

5. Review and update SLOs for all courses and programs every other year to assure that course content is current relative to the discipline and/or the needs of the work place. Include a review of the following relative to effective practices:
 - a. Pedagogical techniques
 - b. Required number of credit and contact hours relative to learning outcomes and effective practices
 - c. Use of instructional technology
6. Regularly refine articulation agreements and 2+2 programs with colleges and universities to assure that they are current and provide seamless transfer for students wishing to pursue a 4-year degree.

7. Expand the number of courses, programs and services offered at nontraditional days and times to accommodate students who need to access services and programs outside of the traditional school schedule and calendar.
8. Study the feasibility of developing accelerated degree and certificate programs throughout the curriculum.
 - a. Consider space needs, scheduling requirements and other factors.
9. Develop ways to increase faculty involvement in curriculum development and review.
10. Explore delivering selected courses through student cohort groups to create mutually supportive learning communities in selected areas where the approach has been particularly effective, e.g. Basic Skills, Child Development, Nursing, and Criminal Justice.
11. Increase student participation in experiential and service learning programs to enhance learning and strengthen the College's impact on the community.
 - a. Continue participation in the regional Civic Engagement Consortium.
 - b. Offer the newly-approved half-unit service learning course as an incentive for students who want to have service learning documented on their transcript.
 - c. Support Ventura City Corps with an educational component to focus on leadership and service learning.
12. Strengthen College Science, Mathematics and Technical Education Programs to address the national shortage of scientists, engineers, and highly-skilled workers.
 - a. Continue the implementation of the Title V grant, designed to strengthen basic skills education in math, as well as reading and English.
 - b. Expand student participation in the Math Engineering Science Achievement (MESA) program.
 - c. Seek additional grant funds to build and improve science, mathematics and technical education programs.
13. Strengthen the ESL program to address student and community needs.
 - a. Examine the issue of class size for achieving desired learning outcomes and make adjustments to staff

- accordingly.
- b. Take action to avoid mixing ESL students of widely different English proficiencies in the same section of a course.
 - c. Offer ESL courses focused on grammar, conversation and writing.
 - d. Offer tutoring in Spanish.
 - e. Raise awareness of Ventura College's ESL program in the community.
 - f. Consider a focus on vocational ESL to support students in Career Technical Education programs.
 - g. Continue teaching life skills in ESL courses to better assist ESL students to negotiate basic life tasks and responsibilities.
14. Offer a variety of high-quality academic programs at all levels, utilizing various formats, e.g., online, hybrid and web-enhanced.
15. Study and expand the use of cutting-edge technologies designed for students with disabilities, and ensure that all technologies used meet Federal and Chancellor's Office accessibility guidelines.
16. Develop and implement a plan to make all classrooms "smart," with the latest technology to enhance teaching and learning.

Career Technical and Regional Education

17. Organize the Career Technical Education curriculum around an "occupational career ladder" concept whereby students can take courses that will move them to the next level in their careers and return to college later for additional courses that will take them to the next rung.
18. Expand the number of life-long learning courses for the region's growing senior population.
19. Develop and implement a comprehensive District-wide integrated Economic Development and Career Preparation program for Ventura County.
- a. Pilot a modular, fast-track Career Academy program at Ventura College's East Campus.
 - b. Expand community awareness of the Small Business Development Center.
 - c. Increase the profile of career and technical education programs through high profile publications, including brochures highlighting Ventura College career and contract education programs.

- d. Maximize the effectiveness of the WorkKeys testing and training centers on both the Ventura and Santa Paula campuses.
20. Develop a pilot program that restructures the curriculum of the College's Career Technical Education and professionally-oriented transfer programs whereby the curriculum and instructional delivery are organized around the cooperative education model that blends classroom and on-the-job experiential learning.
- a. Expand the number of high school students who begin their vocational or professionally-oriented studies in the junior/senior year and seamlessly transfer to the College.
 - b. Host meetings with counselors and faculty to increase understanding of vocational programs and requirements.
 - c. Increase the services of the College's Career Center.
 - d. Expand the number of students who transfer to four-year programs by developing seamless 2+2 articulation agreements with specific schools in specific programs, e.g., engineering technology; healthcare related fields; business.
 - e. Examine the number of units required for certificates and the course scheduling patterns for occupational programs to assure that the pathway to a career can be completed as expeditiously as possible.
 - f. Give the program a special name so that high school students begin to view it with prestige, similar to that given to Advanced Placement classes.
21. Develop custom-made Career Technical and Professional Education programs to meet the specific needs of business and industry, e.g., Navy, City of Ventura, and Community Memorial Hospital.
- a. Increase the College's involvement in contract education.
 - b. Streamline the curriculum review and approval process to enable the College to be responsive to regional needs on a timely basis.

Professional Development for Faculty

22. Create a Center for Teaching and Learning that focuses on the application of current and emerging teaching methods and technologies to enhance learning and services for students and the region. The Center would perform the following functions:
- a. Provide training and development opportunities in new pedagogical approaches for meeting the diverse learning

styles of students, including integrating basic skills pedagogy across the curriculum.

- b. Opportunities for the faculty to become more aware of the multiple intelligences/learning styles.
- c. Training, mentoring and other techniques to sustain the quality of part-time instructors who do not have access to ongoing faculty development activities.
- d. Keep faculty and staff informed about new developments in technology.
- e. Develop ongoing faculty and staff training programs on the use of technology.
- f. Expand the use of educational software programs that reflect best practices in the use of technology to enhance teaching in the classroom, laboratory, studio, and other instructional settings. Evaluate the effectiveness of such programs and technology.
- g. Disseminate information about successful teaching approaches to the College community.

Goal 2: Provide students with information and access to diverse and comprehensive support services that lead to their success.

Providing effective support to students is one key to Ventura College's future success.

While student success can be defined in many ways, all definitions of it include persistence and the attainment of educational goals. According to recent data on persistence, retention and success at Ventura College, there exists an opportunity to focus energy and resources on helping students in these areas.

Student Retention Rates

As cited earlier in this report, the College's in-course retention rates compare favorably with institutional peers. Ventura College's rates for fall 2004 to fall 2008 terms were:

Term	In-Course Retention		
	Number of Grades		Retention Rate
	Total	Retained	
Fall 2004	31,178	26,266	84.25%
Fall 2005	30,903	25,745	83.30%
Fall 2006	31,259	25,938	82.98%
Fall 2007	33,746	28,145	83.40%
Fall 2008	38,112	31,680	83.12%

Student Success Rates

The College's success rates, those that measure the percentage of courses with grades of A, B, C or CR out of all courses, appear below. The College's course success rates for fall 2004 to fall 2008 were:

Term	Ventura College Student Success			California Student Success		
	Number of Grades		Success Rate	Number of Grades		Success Rate
	Total	Successful		Total	Successful	
Fall 2004	31,178	21,185	67.95%	3,752,587	2,509,075	66.86%
Fall 2005	30,903	20,839	67.43%	3,724,920	2,453,445	65.87%
Fall 2006	31,259	20,812	66.58%	3,760,563	2,485,579	66.10%
Fall 2007	33,746	22,080	65.43%	3,967,905	2,604,449	65.59%
Fall 2008	38,112	25,185	66.08%	TBD	TBD	TBD

Student Persistence Rates

As discussed earlier in this report, the student persistence rate is defined as the percentage of students who are enrolled in the next spring term or following fall term out of the students who were enrolled in the initial fall term. In this case, a student was counted as enrolled if they received a final grade notation in one or more courses.

Initial Term	Number of Students	First-Term Persistence				First-Year Persistence	
		Number of Students	Rate	*Enrolled in spring	Rate	*Enrolled in spring or skipped spring	Rate
Fall 2004	11,537	7,023	60.87%	4,075	35.32%	4,782	41.45%
Fall 2005	11,509	7,166	62.26%	4,230	36.75%	4,900	42.58%
Fall 2006	12,044	7,121	59.12%	4,293	35.64%	5,066	42.06%
Fall 2007	12,725	7,736	60.79%	4,835	38.0%	5,636	44.29%
Fall 2008	14,238	TBD	TBD	TBD	TBD	TBD	TBD

*Enrolled in spring: Students were enrolled in Next Spring Term as-well-as in Next Fall Term.

**Enrolled in spring or skipped spring: Students who did not enroll in the Next Spring Term (skipped spring) are included with the students who enrolled in spring.

Research shows a connection between the completion of a Student Educational Plan (SEP) and persistence. Encouraging more students to be purposeful in choosing an educational path could serve to increase retention and persistence rates at the College.

Objectives

1. Increase in-course retention rate by 1% in 4 years; 3% in 7 years; and 5% in 10 years.
2. Increase the overall student success rate (students earning an A, B, C, or CR notation) by 6% in 4 years; 8% in 7 years; and 10% in 10 years.
3. Increase first-term persistence rate by 4% in 4 years; 7% in 7 years; and 10% in 10 years.
4. Maintain and gradually increase first-year persistence rate by 4% in 4 years; 7% in 7 years; and 10% in 10 years.
5. Establish a baseline number of students who currently complete a Student Educational Plan (SEP) during their first year and increase that number by 10% in 4 years; 20% in 7 years; and 30% in 10 years.

Strategies

All of the strategies in this section support Objectives 1 through 5 above.

Research and Assessment

1. Administer a standardized assessment instrument (e.g., Community College Survey of Student Engagement; Community College Student Experiences Questionnaire) to:
 - a. Measure student motivations, experiences, satisfaction and engagement
 - b. Compare College results with regional and institutional benchmarks
 - c. Refine enrollment and retention efforts
2. Regularly assess and evaluate the College's student support programs and services (basic skills; career counseling; financial aid; academic advisement, tutoring and other academic support programs) to determine which are of most value to students, which should be enhanced, and which should be diminished.
3. Regularly track and communicate key data on retention and persistence including:
 - a. In-course retention rate
 - b. First-term persistence rate
 - c. First-year persistence rate
 - d. Student success rate
 - e. Number of students completing a Student Educational Plan during their first year
 - f. Student satisfaction

Planning and Decision-Making

4. Using the findings of assessment activities and the College's ongoing institutional research effort, modify College programs, services and activities to best meet the needs of students and the community.
5. Maintain an enrollment management plan including marketing and recruitment strategies for:
 - a. Main Campus
 - b. East Campus
 - c. Transfer students

- d. Career Technical education students
- e. Targeted training programs for business and other organizations

Intervention

6. Develop a special initiative that focuses on students completing a Student Educational Plan (SEP) in their first year at the College.
 - a. Develop a means for assisting all students to continually update their SEP as their educational path or goal shifts.
7. Make an automated degree self-audit program available online and train students to use the system so that they can track their progress toward their educational goals.
8. Enhance the Early Alert program to better assist students who may be falling below the expected level of student achievement.
9. Provide outreach and comprehensive services to students on academic probation.
 - a. Share in writing on the academic probation letter the appropriate resources and services to support improving academic performance (tutoring, counseling, special programs, etc.)
 - b. Effectively monitor students as they work toward returning to good academic standing.

Student Support

10. Identify and implement actions that will make those with a limited ability to speak English feel welcome on the campus.
11. Enhance cooperation with the Middle College program at El Camino High School and foster relationships with other feeder schools to:
 - a. Expand dual enrollment offerings for college-bound students.
 - b. Expand dual enrollment offerings for high school students interested in pursuing career technical programs.
12. Expand opportunities for students to connect with others outside of the classroom:
 - a. Establish an attractive, centralized social hub for the

- campus and create pleasant study spaces for students at various locations throughout the campus.
- b. Develop a formal Arts & Lectures program and better market the College's consolidated calendar of campus events to expand awareness and increase use.
 - c. Seek funding for and offer campus and community cultural programs.
 - d. Provide service learning opportunities for academic credit.
 - e. Encourage faculty participation in student organizations and programs.
13. Initiate a comprehensive First-Year Experience program for new students which includes orientation, support and programs to address important factors related to student success, e.g. study skills, time management, conflict resolution and life and career skills (work ethic and professionalism).
14. Expand and improve the College's Career Services functions.
- a. Increase the number of internships and work experience offerings for all students enrolled in programs across the curriculum.
 - b. Improve and publicize the resources available to assist students to better understand which courses of study lead to which careers.
15. Supplement the traditional delivery of academic and student support with online student services and learning resources in a wide range of areas, e.g. Counseling, EOPS, DSPS, Financial Aid, EAC and Tutoring, especially in areas where student are typically deficient such as Math and English.
16. Create a user-friendly set of administrative procedures, made available online and in hard copy, to assist faculty, staff and students to obtain the information students need from their initial inquiry at the College through completion of their academic programs.

17. Continually expand the funding base and public awareness of the Ventura College Promise program and the Ventura College Corporate Promise.
18. Work with the Ventura College Foundation to expand public awareness of scholarship opportunities at the College.
19. Develop specific activities that will increase awareness of financial aid processes and provide greater assistance in completing financial aid forms and meeting requirements.
20. *Expand the numbers of programs and services offered at nontraditional days and times to ensure that the college can accommodate students who need to access services and programs outside of the traditional school schedule and calendar.*
21. Continue the implementation of the Title V grant which is designed to strengthen the ties between student services and basic skills instruction.
22. Develop programs specifically targeted to English language acquisition for students who are in majors that have licensure exams, e.g. healthcare and early childhood education.
23. Improve campus food service by providing a wider variety of meal options, longer operating hours, more affordable prices, and more nutritious choices in the dining facility.
24. Increase the operational hours of the student health service and make the services offered by that unit more widely available to all students, including those on the East Campus.

Diversity

25. Identify and implement models that will attract and retain underserved student populations, including re-entry adults and first-generation college students.
 - a. Apply for grant funds to support the implementation of pilot programs to serve these populations.
 - b. Identify ways to attract and select diverse applicants for faculty and staff positions in order to provide role models for underserved populations.

Note: Strategies in italics are repeated from a previous goal.

Goal 3: Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community, and the area's economic vitality.

Ventura College has strong ties with the local community through its Career Technical programs that help prepare skilled workers for its service area and through its special community-oriented programs such as those offered through its Institute for Community and Professional Development. These programs include Community Education, which provides classes, workshops and seminars for the lifelong learner; Customized Training and Services for businesses; a Small Business Development Center; a Center for Excellence that provides educators and businesses valuable labor market information for developing new training programs; and an Alternate Text Production Center that provides educational materials for college students with visual disabilities, e.g. Braille and electronic text.

Given its vision to enhance the lives and economic futures of individuals in the region, Ventura College will continue to seek ways to strengthen its ties with the community it serves.

Objectives

1. *Research and Assessment:* Create multiple avenues for monitoring regional needs.
2. *Marketing and Public Relations:* Elevate awareness of the vital role the College plays in the community.
3. *Curriculum and Instructional Delivery:* Continually review and orient the curriculum to take into account community and regional needs.

Strategies

Research and Assessment

1. Develop a systematic method for assessing the needs of the region's industry, governmental and community-based organizations.
 - a. Create a Community Advisory Committee of local leaders to assist the College in staying informed about community issues and to provide strategic advice.
 - b. Host on-campus meetings with employers, faculty, and counselors to discuss career trends.
 - c. Identify existing faculty and staff representation on key community, business and organization boards and augment

- as needed to stay abreast of community issues.
- d. Regularly review research conducted on the workforce needs of the community from sources such as the UCSB Economic Forecast and the Ventura College Center for Excellence.
2. Examine opportunities for partnerships that integrate and optimize community resources.

Marketing and Public Relations

3. Expand efforts to market Ventura College's availability for community workshops, conferences, performances, exhibitions, lectures and other educational and recreational programs.
4. Document and communicate the College's positive contributions to the community, e.g. economic impact, the impact of extended education and professional development programs and the accomplishments of Ventura College students.
5. Maintain a schedule of community events to bring people to campus and communicate the College's contributions to the community.
6. Create monthly programs for CAPS television, produced by and highlighting individual College divisions and/or departments.

Curriculum and Instructional Delivery

7. Implement the CalPASS agreement county-wide to strengthen College curricular cooperation and program alignment with high schools.
 - a. Continue to host discipline-specific program alignment meetings with high school faculty.
 - b. Continue to host regional career and technical education meetings with area colleges and high schools.
 - c. Continue to meet with area high school superintendents and principals.
 - d. Assist the District Office in implementing the CalPASS agreement, utilizing resultant data to assist in making institutional decisions.
8. Implement College participation in experiential and service learning programs across all disciplines to enhance learning and strengthen the College's relationship with all sectors of the community: corporate, government, education, etc.

- a. Continue participation in the regional Civic Engagement Consortium.*
- b. Offer the newly-approved half-unit service learning course as an incentive for students who want to have service learning documented on their transcript.*
- c. Support Ventura City Corps with an educational component to focus on leadership and service learning.*

Note: Strategies in italics are repeated from a previous goal.

Goal 4: Continuously enhance institutional operations and effectiveness.

Ventura College has many strengths, among them, a strong academic reputation; a history of planning; an attractive campus; an excellent relationship with the local community; and responsible stewardship of public funds, made difficult by constant fluctuations in the California and national economies and a shifting funding base.

Given its commitment to continuous improvement, Ventura College seeks to improve in various areas that are essential to realizing the aspirations outlined in the Educational Master Plan.

Objectives

1. *Planning and Decision Making:* Refine and communicate the College's approach to shared governance and decision making.
2. *Professional Development for Staff:* Increase opportunities for staff to grow and have training opportunities to enhance service to students.
3. *Physical Environment:* Enhance campus maintenance, safety and environmental stewardship.
4. *Marketing and Public Relations:* Develop and implement a comprehensive public relations and outreach plan to highlight the College's image and its contributions to the community.
5. *Resources:* Develop plans to optimize college operations (instruction, student services, college services, etc.) to accommodate significant resource fluctuations (State revenues, facilities, etc.).

Strategies

Planning and Decision Making

1. Use the Educational Master Plan document and the planning process used to create the document as a framework for ongoing dialogue on the future of Ventura College.
 - a. Annually assessing progress toward goals and objectives.
 - b. Allocating resources.
 - c. Periodically updating the plan.
2. Develop a document outlining the College's governance process and inform everyone how individuals and groups can participate in decision making.

3. Bring the College community together at periodic town meetings or other forums to discuss issues and opportunities and share ideas.
4. Maximize the use of administrative and instructional technology to improve the effectiveness and efficiency of faculty and staff.
5. Enhance the College's research and assessment capacities, make data widely available and easy to understand and use data to drive decision making.
6. Provide opportunities and incentives for faculty and staff to collaborate across traditional organizational lines to achieve College goals.
7. Continue to evaluate the effectiveness of all College programs, services and functions using program review, and tie program review to performance measures outlined in the Educational Master Plan.

Professional Development for Staff

8. Provide more training and development in, for example, current policies and procedures, customer experience and the latest technologies to strengthen professional practices in support of College's goals and students.
9. Develop orientation and mentoring programs for new staff to encourage an understanding of the College community and its goals and objectives.
10. Explore using the College's professional development fund to fund staff members' participation in workshops, training seminars and continued academic studies related to their work assignment.

Physical Environment

11. Develop and implement a plan to minimize the impact of construction activities and maintain the College's arboretum feel.
12. Refine, review annually and update as necessary the College's new emergency plan including the best means for communicating in the event of an emergency.
13. Continually review and enhance the campus maintenance program to ensure adequate staffing and a clean, safe,

functional and sustainable campus.

- a. Identify and incorporate effective practices in campus maintenance including the “greening” of the campus.
- b. Develop and implement campus-wide safety and energy conservation plans.
- c. Continue the recycling program.

Marketing and Public Relations

14. Define the College’s overall image or “brand” and develop and implement a marketing plan.
 - a. Create a Marketing and Public Relations Advisory Group to assist in developing the plan.
 - b. Initiate design criteria and guidelines to ensure consistency throughout all published images and documents, such as public relations and marketing documents, annual reports, College stationary and other documents, campus web site, campus signage, etc.
 - c. Document and communicate the ways in which Ventura College has a positive impact on the quality of life of Ventura County, e.g., the impact of extended education and the various College/community partnerships.
15. Work toward full integration and coordination of community outreach efforts to ensure that:
 - a. The College is sharing a consistent message with all constituents.
 - b. There is a coordinated approach to constituent outreach as opposed to them being contacted by a number of individuals representing different areas of the College.
 - c. Regular contact is maintained between high school guidance counselors and College representatives so that accurate, timely information about programs, services and opportunities at the College flows freely between these groups of individuals.
16. Expand community awareness of the Small Business Development Center.
17. Increase the profile and community awareness of Career Technical Education programs.
18. *Modify and the enhance functionality of the Ventura College website to best meet the needs of the College’s various constituencies.*

Note: Strategies in italics are repeated from a previous goal.

- a. *Use the College's website to deliver regional information including links to K-12 schools, workforce development boards, and other education-related websites.*
- b. *Use blogs, chat and other advanced functions to provide information to and interface with Ventura College students and potential students*
- c. *Provide links from the Ventura College home page to relevant social networking tools and related online resources.*
- d. *Provide training on basic website maintenance to key staff.*

Resources

19. Develop a comprehensive plan for fundraising and grant-seeking capacity by:
 - a. Working closely with the Ventura College Foundation to increase the number and amount of donations to the College.
 - b. Applying for grant funds to support programs and services identified in the Educational Master Plan, e.g., recruitment and retention of under-served, first-generation and re-entry students.
 - c. Exploring the implementation of a building-naming program at the College.
 - d. Growing the Ventura College Alumni and Friends group.
 - e. Exploring the creation of a faculty and staff-funded Ventura College scholarship program for students.
 - f. Expanding the funding base to support the Ventura College Promise program.
 - g. Examining the feasibility of funding permanent staff to support grants.
20. Continue to examine the instructional schedule to increase productivity, e.g.,
 - a. Consolidating multiple sections of low-enrolled classes.
 - b. Exploring shifting courses to an online format when they are needed for students to progress toward program completion, but enrollments are low.
 - c. Scheduling some courses over a multiple-semester rotation.
21. Conduct a skills analysis of staff performance evaluations, especially where technology and regulations have changed the nature of jobs on campus.

Note: Strategies in italics are repeated from a previous goal.

22. Conduct a study to determine when faculty and staff are likely to retire and develop a plan for replacing them.
23. Implement operations research to assess the difference between planned operating outcomes and actual operating performance in instruction, student services, college services, and facilities.
24. Identify significant mission, resource, political, or marketing factors that may significantly influence College operations.
25. Develop proactive initiatives to resolve current or projected operating problems based on performance, significant changes in resources or changes in mission and markets.

Goal 5: Implement the Ventura College East Campus Educational Plan.

The Ventura College East Campus is intended to serve the current and emerging educational needs of the residents of Santa Paula, Fillmore, Piru and other communities in the Santa Clara River Valley. Ventura College first offered courses in this geographic region in 1974. Since that time, the program has grown considerably and now occupies 14,400 square feet of space at its Dean Drive location as well as offers courses in high school facilities in the area.

Making significant modifications and improvements to the East Campus in terms of its curriculum, facilities and services is widely supported by Ventura College stakeholders.

Objectives

1. *Curriculum and Instructional Delivery:* Reconfigure the existing East Campus curriculum so that approximately 3/5 of the course offerings at the East Campus will be occupational in focus; approximately 1/5 of the course offerings will fulfill general education requirements; and approximately 1/5 of the course offerings will be dedicated to English language acquisition courses.
2. *Student Support:* Provide a full complement of student support services to East Campus students.
3. *Research and Assessment:* Regularly gather and analyze data related to student interests and needs, emerging regional needs and employment opportunities, and make necessary adjustments.
4. *Resources:* Develop a plan for creating a new full-time Director of Off-Campus Programs position.
5. *Marketing and Public Relations:* Develop a comprehensive plan that expands regional outreach and financial support for East Campus programs and services.
6. *Facilities:* Determine needs and explore opportunities for reconfiguring existing or acquiring new space to accommodate growth.

Strategies

Curriculum and Instructional Delivery

1. Designate the East Campus in Santa Paula as a "Career Academy," emphasizing attainment of degrees, certificates and

skills that lead to high-demand occupations.

- a. Retain existing programs in: Agriculture; Bookkeeping; Certified Nursing Assistant; Child Development; Computer Office Assistant; Medical Assistant; Phlebotomy
 - b. Add programs currently available only on the main campus in: Basic Complaint Dispatcher; Arrest, Search and Seizure
 - c. Implement new curriculum for the program designed to train students to be Personal Care Providers
2. Offer short-term, compressed classes enabling students to obtain their certificates and move into the workplace quickly.
 3. Offer a core rotation of general education courses on-site on a systematic basis, enabling full-time students attending only at the East Campus location to complete their general education requirements in four semesters.
 - a. Hold classes requiring specialized facilities such as a wet laboratory at Santa Paula High School and Fillmore High School.
 4. Increase access to a wide variety of general education options through online and hybrid classes provided through the computers in the East Campus Learning Resource Center for students who cannot or choose not to travel to the main campus.
 5. Pilot the PACE scheduling model which would enable working adults to earn up to twelve units of transfer credit each semester by attending classes one night per week in combination with online learning and/or a limited number of Saturday conferences.
 6. Continue credit-based English as a Second Language (ESL) instruction, using state-of-the-art technology and an innovative curriculum.
 7. As East Campus enrollment grows, develop a pilot program of career training, offered in the Spanish language and linked with concurrent English as a Second Language training.
 - a. If Spanish language career training, linked to ESL training, is found to be successful, explore the feasibility of expanding the model to include general education courses
 8. Develop a plan for expanding evening course offerings at Fillmore High school.

Student Support

9. Expand the existing East Campus Learning Resource Center to include:
 - a. A browsing library where a core collection of high-interest books from the main campus library collection is sent to the East Campus, with the titles exchanged for others on a periodic basis.
 - b. Software installed on the computers to support instruction and retention
10. Develop a plan for expanding basic skills activities through the use of funds from a Title V grant. Activities included in the plan could include tutoring, supplemental instruction, WorkKeys support and others.
11. Gradually grow tutoring services offered at East Campus to include supplemental instruction, Learning Resource Center computer laboratory support, drop-in tutoring, and peer study groups linked to courses held in the Learning Resource Center.
12. Expand career development services available on the East Campus:
 - a. Install software on Learning Resource Center computers to allow it to serve concurrently as a WorkKeys testing center and as a training site for non-credit workplace skill development.
 - Make computer assisted instruction, as well as tutorial assistance available for students wishing to improve their test scores and thus earn a competency certificate that enhances their employment competitiveness.
 - b. Identify and fill staffing needs including a full-time career services director to support the new Career Development program.
 - Coordinate internship and job shadowing opportunities for students
 - Help students find part-time work
 - Develop and implement a visitor's program that would bring professionals to campus to lecture, lead activities, and teach students about the skills, knowledge, and abilities required in their occupations.
 - c. Ensure that appropriate links are made with an enhanced main campus Career and Placement Center.
13. Expand student activities and resources for the East Campus to reflect students' needs and interests and so that students have access to programs and services supported by their fees. Identify at least two student representatives to the Associated

Student Body to represent the East Campus.

14. Establish adequate counseling resources at East Campus to assist students with academic planning, course selection, school-related problem solving and with other relevant needs.
15. Provide ample, flexible work study opportunities for all eligible East Campus students.
16. Provide adequate technical support for students using the East Campus computing resources.
17. Explore methods for expanding health services to students in off-campus programs to allow them the benefits of their student health fees.
18. Develop a system for connecting students with quality child care.
 - a. Refer students to qualified community child care providers, where necessary.
 - b. Explore the feasibility of providing child care services on site at the East Campus, perhaps through the Child Development program.
19. Explore options for developing a bus or shuttle service that would transport students to the East Campus from the Santa Paula, Piru and Fillmore areas and provide for reliable transport between the East and Main campuses.
20. Provide a cafeteria or convenience store on site where students could purchase coffee, nutritious snacks and basic school supplies.
21. Extend or reconfigure the times at which students can purchase textbooks and school supplies at the on-site bookstore as to allow as many opportunities as possible to acquire materials outside of class time.
22. Ensure the timely delivery of student financial aid awards.
23. Designate study areas around the East campus where students can be assured a quiet place for reading and study.

Research and Assessment

24. Continually assess the impact of programmatic changes made at East Campus and enable the administration and staff to make needed improvements. This assessment should include:

- a. Collection of data from students about their level of satisfaction on such issues as access, quality of instruction, schedule flexibility, and relevance of programs and service to the students' educational and occupational aspirations
- b. Periodic surveys of the general public
- c. Systematic analysis of enrollment data, including retention and persistence, utilization of services, grade distribution, and career placements

Resources

25. As the East Campus grows, replace the existing East Campus site coordinator position with a new full-time, 12-month Director of Off-Campus Programs (a management position), who will organize and direct the operations of off-campus activities in the Santa Clara and Ojai Valley educational sites, including Santa Paula, Fillmore, Piru, and Ojai, and who will focus on programmatic quality, community relations, and resource development.
26. Dedicate a fixed budget for the East Campus, and ensure the East Campus has its own allocation of instructional course sections, with the administration overseeing the East Campus held accountable for working within this designated number of sections to meet the same productivity targets as other instructional units.
27. Arrange for mail delivery each week day.
28. Provide adequate technical support for East Campus staff using computing resources.

Marketing and Public Relations

29. Develop an enhanced marketing plan to promote the programs and services of the East Campus. The marketing plan should seek to retain the interest of the current student population and to attract populations that are not yet attending in large numbers.
30. Develop a plan for concurrent enrollment with Santa Paula High School and Fillmore High School to increase the number of high school students concurrently enrolled in general education and career education classes at Ventura College, either on the main campus or at the East Campus.
31. Expand the charge of the Ventura College Foundation to include:
 - a. Working with College administrators and community leaders

to identify individuals and businesses who are willing to create a program to endow two new programs, the “Santa Paula Promise” and the “Fillmore Promise.” These programs will underwrite the first year of enrollment fees for all adults who live in the cities of Santa Paula and Fillmore.

- b. Working with community donors to fund a “textbook bank,” modeled after the successful textbook lending service provided on the main Ventura College campus.

Facilities

32. Explore opportunities for acquiring new or additional space for the East Campus to accommodate growing programs and services. Possible sites include:
 - a. Space in the planned Limoneira mixed-use development in Santa Paula.
 - b. Vacant space adjacent to the existing facilities at Dean Drive (approximately 1,200 square feet).
 - c. Two vacant spaces located on Harvard Drive (4,400 square feet and 2,314 square feet respectively).
 - d. Smaller-scale “storefront” programs in Fillmore and Piru.
33. Remodel the existing Learning Resource Center to improve its efficiency and usefulness.

Facilities and Space Analysis

Introduction



The Ventura College Educational Master Plan is intended to guide planning decisions related to the institution's physical environment to facilitate the College's efforts to achieve the goals and objectives outlined in the Educational Master Plan.

Facilities factors outlined in this section are in accordance with Title 5 of the California Code of Regulations, Sections 57000-57033, which prescribes standards for the utilization and planning of most educational facilities in public community colleges. This chapter analyzes the current and projected facility needs, by type of space, looking at:

- Historical and projected enrollment data
- Existing and planned space inventories
- A projection of facility needs for selected milestone years between 2009 and 2024, by type of space and by discipline as identified in the State's "Taxonomy of Education Programs" (TOP)
- Present and planned space compared to current headcount data and formula-based state standards or, where there are no state standards, appropriate benchmarks
- The space implications of the goals, objectives and strategies outlined in Chapter 4 of the Educational Master Plan

The following sections describe each of these components in greater detail.

It is important to note that this projection of space need is based on current conditions and, therefore, is subject to change to reflect future updates of the Educational Master Plan.

Enrollment

Historic student headcount and FTE enrollment figures for Ventura College are shown in Chapter 2 of this report. They show steady growth over the last three years. Fall 2008 data are as follows:

- 14,462 headcount students
- 5,008 Full-Time Equivalent Students (FTES)
- 123,723ⁱ Weekly Student Contact Hours (WSCH)

Using fall 2008 as a baseline, the projections of future enrollment growth have been based on historical enrollment trends, the demographic trends for college-going ages, and the economic realities at the time this Educational Master Plan was developed. Based on these factors, the WSCH data, which is what the State uses to calculate space needs, were increased by:

- 9% between fall 2008 and fall 2009
- 7% between fall 2009 and fall 2010
- 5% between fall 2010 and fall 2011
- 3% between fall 2011 and fall 2012

For fall 2013 and beyond, all disciplines were increased by 2% per year. These percentages were applied equally across all instructional disciplines.

The California Community College system utilizes a mathematical formula to determine the amount of space that should be needed for a community college program based on the WSCH generated by discipline.

Table 5.1 on the next two pages shows the predicted Fall 2009, 2014, 2019, and 2024 WSCH by instructional discipline (TOP code). The “for-credit” WSCH (with the exception of Physical Education) generated on the main campus and on the East Campus, along with Non-Credit “on campus” courses contribute to calculating the space need for Lecture and Lab Space. WSCH generated by distance education and by Physical Education do not contribute to the space need.

ⁱ WSCH Data reflect credit-generating and noncredit courses (excludes distance education, and physical education).

Ventura College

	Category TOP Code	Discipline TOP Code	Fall 2008						Fall 2009				Fall 2014				Fall 2019				Fall 2024			
			Lecture WSCH	Lab WSCH	Total WSCH	Lecture ASF	Lab ASF	FTES	Lecture WSCH	Lab WSCH	Total WSCH	Estimated FTES	Lecture WSCH	Lab WSCH	Total WSCH	Estimated FTES	Lecture WSCH	Lab WSCH	Total WSCH	Estimated FTES	Lecture WSCH	Lab WSCH	Total WSCH	Estimated FTES
Public Affairs & Services																								
CRIMINAL JUSTICE	2100	2105	1,821	112	1,933	861	240	64.43	1,985	122	2,107	70.23	2,390	147	2,537	84.56	2,638	162	2,801	93.36	2,913	179	3,092	103.07
			1,821	112	1,933	861	240	64.43	1,985	122	2,107	70.23	2,390	147	2,537	84.56	2,638	162	2,801	93.36	2,913	179	3,092	103.07
Social Sciences																								
ANTHRO	2200	2202	1,904	135	2,039	901	203	67.97	2,075	147	2,223	74.08	2,499	177	2,676	89.19	2,759	196	2,954	98.48	3,046	216	3,262	108.73
CHICANO	2200	2203	468		468	221	0	15.60	510	0	510	17.00	614		614	20.47	678		678	22.60	749		749	24.96
ECON	2200	2204	921		921	436	0	30.70	1,004	0	1,004	33.46	1,209		1,209	40.29	1,334		1,334	44.48	1,473		1,473	49.11
HISTORY	2200	2205	4,428		4,428	2,094	0	147.60	4,827	0	4,827	160.88	5,811		5,811	193.70	6,416		6,416	213.86	7,083		7,083	236.12
GEOG	2200	2206	1,565	732	2,297	740	1,098	76.57	1,706	798	2,504	83.46	2,054	961	3,014	100.48	2,268	1,061	3,328	110.94	2,504	1,171	3,675	122.48
POL SCI	2200	2207	1,557		1,557	736	0	51.90	1,697	0	1,697	56.57	2,043		2,043	68.11	2,256		2,256	75.20	2,491	0	2,491	83.02
SOC	2200	2208	2,475		2,475	1,171	0	82.50	2,698	0	2,698	89.93	3,248		3,248	108.27	3,586		3,586	119.53	3,959	0	3,959	131.98
			13,318	867	14,185	6,299	1,301	472.83	14,517	945	15,462	515.39	17,477	1,138	18,615	620.50	19,296	1,256	20,553	685.09	21,305	1,387	22,692	756.39
Interdisciplinary Studies																								
GUIDANCE WKSHP	4900	4930	19		19	9	0	0.63	21		21	0.69	25		25	0.83	28		28	0.92	30		30	1.01
BASIC ENGL	4900	4930	1,504	180	1,684	711	463	56.13	1,639	196	1,836	61.19	1,974	236	2,210	73.66	2,179	261	2,440	81.33	2,406	288	2,694	89.80
LRNSKIL	4900	4930	1,240	112	1,352	587	288	45.07	1,352	122	1,474	49.12	1,627	147	1,774	59.14	1,797	162	1,959	65.30	1,984	179	2,163	72.09
BASIC MATH	4900	4930	1,163		1,163	550	0	38.77	1,268		1,268	42.26	1,526		1,526	50.87	1,685		1,685	56.17	1,860		1,860	62.02
ESL	4900	4930	375	528	903	177	1,357	30.10	409	576	984	32.81	492	693	1,185	39.50	543	765	1,308	43.61	600	845	1,445	48.15
INTERDISC STDS	4900	4999	13	0	13	6	0	0.43	14		14	0.47	17		17	0.57	19		19	0.63	21		21	0.69
			4,314	820	5,134	2,041	2,107	171.13	4,702	894	5,596	186.54	5,661	1,076	6,737	224.58	6,251	1,188	7,439	247.95	6,901	1,312	8,213	273.76
Totals (for Credit)			84,549	26,887	111,436	39,992	68,565	3,714.53	92,158	29,307	121,465	4,048.84	110,955	35,284	146,239	4,874.62	122,503	38,956	161,459	5,381.98	135,253	43,011	178,264	5,942.14
NonCredit Enrollment (Space)																								
INTERDISC STDS	4900	4930		3,957	3,957	0	10,170	131.91		4,313	4,313	143.78		5,193	5,193	173.11	0	5,734	5,734	191.12		6,330	6,330	211.02
WELDING	0900	0956		87	87	0	384	2.91		95	95	3.17		115	115	3.82	0	126	126	4.22		140	140	4.66
GUIDANCE WKSHP	0800	0837	5		5	2	0	0.17	5		5	0.18	7		7	0.22	7		7	0.24	8		8	0.27
ESL	4900	4930	1,535		1,535	726	0	51.17	1,673		1,673	55.77	2,014		2,014	67.15	2,224		2,224	74.14	2,456		2,456	81.85
Total NonCredit Enrollment (Space)			1,540	4,045	5,584	728	10,554	186.15	1,679	4,409	6,087	202.91	2,021	5,308	7,329	244.29	2,231	5,860	8,092	269.72	2,464	6,470	8,934	297.79
East Campus																								
Totals (Space Related)			4,777	1,926	6,703	2,260	4,428	223.43	5,207	2,099	7,306	243.54	6,269	2,528	8,796	293.21	6,921	2,791	9,712	323.73	7,642	3,081	10,723	357.43
Total (Space) WSCH			90,866	32,857	123,723	42,980	83,548	4,124.12	99,044	35,815	134,858	4,495.29	119,245	43,119	162,363	5,412.13	131,656	47,607	179,262	5,975.43	145,359	52,562	197,920	6,597.35
Total Headcount Enrollment						14,462					15,764				18,979			20,954				23,135		
Other (Physical Education)																								
PHYS ED	0800	0835	3,320	9,310	12,630			421.00	3,619	10,148	13,767	458.89	4,357	12,218	16,575	552.48	4,810	13,489	18,300	609.99	5,311	14,893	20,204	673.47
Totals (On Campus)			3,320	9,310	12,630			421.00	3,619	10,148	13,767	458.89	4,357	12,218	16,575	552	4,810	13,489	18,300	610	5,311	14,893	20,204	673
Distance Education																								
Totals (Distance Education)			13,883		13,883			462.77	15,132	-	15,132	504.42	18,219	-	18,219	607.29	20,115	-	20,115	670.50	22,209	-	22,209	740.29
GRAND TOTAL			108,069	42,167	150,236	42,980	83,548	5,007.88	117,795	45,962	163,757	5,458.59	141,820	55,337	197,156	6,571.90	156,581	61,096	217,676	7,255.91	172,878	67,455	240,332	8,011.12

Capacity

“Capacity” is a term used in the facilities planning process to express the enrollment that can be accommodated by an amount of space. A facilities capacity analysis enables a college to identify the types of spaces it needs and/or the types of spaces it holds in excess. Such a facilities analysis presents the primary means of understanding space needs in relation to a college’s projected growth.

The State of California has developed uniform standards for determining enrollment capacity for each postsecondary institution that receives State capital outlay funding. The State funds some construction for growth on the basis of need. Although not the sole determinant of new building projects, where existing space falls below 100% of prescribed standards for certain categories of space, a stronger case can be made for state funding to support needed new space.

Standard Space Categories

There are methods and factors defined in Title 5 of the State Administrative Manual for computing the need for each of the following five major categories of space:

- Lecture (standard classroom space)
- Laboratory (specialized class lab space)
- Office (standard space assigned to a department)
- Library/Learning Resources
- Audio-Visual/TV (Instructional media production space)

The projected needs for these spaces are determined by applying State standards defined in Title 5.

Table 5.2 takes the WSCH data and, using the appropriate formulae, computes the space need for the standard categories of Lecture and Lab space, as well as other standard and non-standard space need categories.

Non-Standard Space Categories

The balance of space types needed to support the overall institution are in categories of space not covered by State standards. Estimates for these “non-State-standard” spaces are determined using factors derived from applying appropriate benchmarks. This category includes spaces used for:

- Teaching Gym/Physical Education
- Assembly and Exhibition
- Food Facilities

- Bookstore
- Physical Plant
- Health Services
- Child Care
- Lounge and Meeting Rooms
- Data Processing
- All Other (Unspecified) Spaces

The benchmark data are generally used for generating a “sum total” of space needed for non-standard functions, with specific programming left to the discretion of the individual colleges and districts.

Existing Space Needs

Table 5.2 shows the amount of Assignable Square Feet (asf) in each of the previously listed categories, the amount of current (fall 2008) space needed by applying the State standards or benchmarks and the current percent of need. This table also shows the amount of currently-funded space that will be added to the campus between fall 2008 and fall 2014 as the currently planned space projects come to fruition.

Table 5.2
VENTURA COLLEGE
Estimates of Space Need by Category
(data in Assignable Square Feet)

(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
Space Category	Fall 2008 Space Inventory	Current Space Needs (2008) by Standards & Benchmarks	Inventory as a Percent of 2008 Need	Additional Planned Projects ⁱⁱ	Projected Available Fall 2014 Space Inventory	Projected Fall 2014 Space Needs	Estimated Percent of 2014 Need
Standard Space							
• Lecture	56,065	42,980	130%	(13,877)	42,188	56,403	75%
• Lab	117,793	83,548	141%	13,233	131,026	109,641	120%
• Office	54,947	38,500	143%	3,528	58,475	50,524	119%
• Library	33,310	41,134	81%	0	33,310	51,120	67%
• AV/TV	6,628	12,968	51%	0	6,628	13,817	48%
<i>Subtotal Standard Space</i>	<i>268,743</i>	<i>219,130</i>	<i>124%</i>	<i>2,884</i>	<i>271,627</i>	<i>281,504</i>	<i>97%</i>
<i>Subtotal Non-Standard Space</i>	<i>140,997</i>	<i>108,065</i>	<i>130%</i>	<i>400</i>	<i>141,397</i>	<i>126,696</i>	<i>113%</i>
Total	409,740	327,195	126%	3,284	413,024	408,201	101%

ii Includes:

- Advanced Technology/General Classroom Building (adds 21,279 asf)
- Studio Arts Modernization (adds 361 asf)
- G Building (Theater) Modernization (no change in asf)
- Demolition of TR1&2, J, K, T and U Bldgs (subtracts 18,356 asf)

The most pertinent observations from this table are:

- In fall 2008, Ventura College is approximately 50,000 asf over what would be called for by the State's formulae for standardized space: Lecture; Lab; Office; Library; and AV/TV.
- In fall 2008, the College is approximately 33,000 asf over what would be called for in Non-Standardized space according to generally-accepted benchmarks for Teaching Gym/Physical Education; Assembly & Exhibition; Food Facilities; etc.
- For fall 2008, it is estimated that there is an overall surplus of about 82,500 asf in space currently existing on campus.
- For fall 2014, when all of the current building projects are projected to be complete the overall campus space is projected to diminish to approximately 5,000 asf above the computed need for space.

Projected Space Needs

As mentioned earlier in this chapter, future space needs were calculated by increasing WSCH 9% between fall 2008 and fall 2009, 7% between fall 2009 and fall 2010, 5% between fall 2010 and fall 2011, 3% between fall 2011 and fall 2012, followed by annual growth of 2% across all programs. To project future space needs for lecture and lab space, the appropriate standards are applied to the projected WSCH for each benchmark year by TOP code as shown on Table 5.1. The results are shown on Table 5.3.

Table 5.3 shows that Ventura College will experience a space deficit beginning in fall 2015. Building refurbishments, renovations, and conversions of space will also likely be required to maintain reasonable standards of quality and to meet ever-evolving programmatic needs.

Table 5.3
 Modeled Space Computations
 VENTURA COLLEGE
 SCENARIO: 9% growth in WSCH followed by 7% then 5% then 3% then 2% thereafter

Estimates Of Calculated Space Need "Allowance" By Year

	Growth	WSCH	TOTAL SPACE	Surplus or (Deficit)
Fall 2008 (current)		123,723	327,195	82,545
Fall 2009	1.09	134,858	350,374	59,366
Fall 2010	1.07	144,298	370,221	39,519
Fall 2011	1.05	151,513	385,390	24,350
Fall 2012	1.03	156,058	394,946	14,794
Fall 2013	1.02	159,180	401,508	8,232
Fall 2014*	1.02	162,363	408,201	4,823
Fall 2015*	1.02	165,610	415,028	(2,004)
Fall 2016*	1.02	168,923	421,992	(8,968)
Fall 2017*	1.02	172,301	429,095	(16,071)
Fall 2018*	1.02	175,747	436,340	(23,316)
Fall 2019*	1.02	179,262	443,730	(30,706)
Fall 2020*	1.02	182,847	451,267	(38,243)
Fall 2021*	1.02	186,504	458,956	(45,932)
Fall 2022*	1.02	190,234	466,798	(53,774)
Fall 2023*	1.02	194,039	468,048	(55,024)
Fall 2024*	1.02	197,920	476,072	(63,048)

* Includes anticipated project completions by 2014

Table 5.4 takes the analysis a step further and shows the total space that will be needed for selected benchmark years for all categories of space: Standard and Non-Standard.

Table 5.4
 Predicted Space Needs to 2024
 Ventura College

Category	Actual Space Fall 2008	Projected Actual Space Fall 2014	Projected Space Need		
			Fall 2014	Fall 2019	Fall 2024
Lecture-Classroom Space (asf)	56,065	42,188	56,403	62,273	62,359
Class Laboratory Space (asf)	117,793	131,026	109,641	120,006	133,652
Office Space (asf)	54,947	58,475	50,524	55,783	61,588
Library Space (asf)	33,310	33,310	51,120	55,487	60,308
AV/TV Space (asf)	6,628	6,628	13,817	14,188	14,598
<i>Subtotal Standard Space (asf)</i>	<i>268,743</i>	<i>271,627</i>	<i>281,505</i>	<i>308,784</i>	<i>332,506</i>
Non-Standard Space (asf)	140,997	141,397	126,696	134,946	143,566
TOTAL Space (asf)	409,740	413,024	408,201	443,730	476,072

Ventura College is anticipated to have 42,188 asf for lecture space and 131,026 asf for labs in 2014, after all of the currently planned projects are built and assuming the demolition of the temporary buildings noted in Table 5.2. Beginning in 2014 and continuing through the benchmark years, Table 5.4 indicates:

- Additional lecture space will be justified beginning in 2014.
- Lab space is anticipated to be sufficient through 2023.
- Office space should be sufficient through 2021.
- Library space is below state standards now and through 2024.
- AV/TV space is below state standards now and through 2024.
- Non-standard space will be above benchmark needs through 2022.

While the funding formulae and benchmarks can address the quantity of space needed within the different types of space, they cannot address issues of the quality of space. This will need to be monitored on a continual basis.

Facility Implications of the Educational Master Plan

One of the primary purposes of the Educational Master Plan (EMP) is to provide a foundation for the planning of an institution's physical environment. The Ventura College EMP contains five goals, 23 objectives and numerous strategies. Some of these strategies have implications for planning the College's physical environment.

1. At a rate of annual growth pictured in this analysis, additional lecture space will be needed beginning in 2014. As additional space comes on line in future years, needs should be evaluated, programmed and assigned to address appropriate program growth areas.
2. If distance education and blended programs are to grow at Ventura College, more space will be needed for AV/TV production support and for Library functions. The data indicate that a surplus of laboratory space will exist on campus, some of which could be converted for use as AV/TV production support space, which is currently below need and remains so through 2024. Space will also be needed at the East campus that would support Library and AV/TV applications.
3. The College will need additional outdoor gathering spaces in order to provide an appropriate environment for study and discussion and as a means of encouraging students to spend additional time on campus and to encourage students to become more involved with campus life.
4. Upgraded food service space and food options on campus are in order to encourage students to remain on campus, hence increasing their engagement with the College and enhance persistence rates.
5. East Campus facilities need improvement both in quantity and in quality in order to sustain programmatic growth and fulfill the needs in Goal 5. Better quality facilities are needed especially in lab space, CTE space, food service, parking, student health services, study space, and minimal amenities.
6. Space will be needed for faculty development in a proposed Center for Teaching and Learning; and for professional development space for staff.
7. Given the emphasis placed on Career and Technical Education as an area the College must enhance to meet projected business and industry needs in the coming years — and the current impacted space that Career and Technical Education programs currently occupy — the College must take measures to ensure that adequate space is made available on campus to allow these programs to

grow. In 2015, the land lease on the Wright Library, a County Library that sits on the southeast corner of the Ventura College campus, is expected to expire, and current thinking is that the college District will take that land back. Ventura College should consider that space as a potential site for expansion of Career and Technical Education.