

EAST CAMPUS PRELIMINARY EDUCATIONAL PLAN

Ventura College

February 2008

Executive Summary

The purpose of the East Campus Preliminary Educational Plan is to support Ventura College's efforts to meet the current and emerging educational needs of the communities of Santa Paula, Fillmore and Piru over the period of 2008-2015. These three communities will be referred to as the Santa Clara River Valley. It is the intention of Ventura College to build enrollment and to provide programmatic, funding and management stability.

In developing the plan, information was incorporated from research conducted by the Solimar Research Group, Ventura County Community College District and Ventura College Instructional Research offices, focus groups, and interviews of stakeholders.

The information in this document will eventually be incorporated into a more comprehensive, college-wide educational master plan that will be developed during the fall 2008 semester.

Santa Clara River Valley students and residents have indicated a desire to take career education classes in a compressed mode. In response:

- The East Campus in Santa Paula will become a "Career Academy," emphasizing the attainment of degrees, certificates and skills that lead to high-demand occupations, increased earning capacity, and a higher quality of life. Approximately 3/5 of the course offerings at the East Campus will be occupational in focus.
- Short-term, compressed classes will enable students to obtain their certificates quickly, thus enabling them to move into the workplace.
- A pilot program of career training, offered in the Spanish language and linked with concurrent English as a Second Language training, will be offered.
- A core rotation of general education courses will allow East Campus students to complete the associate degree. Approximately 1/5 of the course offerings at the East Campus will fulfill general education requirements.
- Online and hybrid classes will increase the variety of general education courses available to those who cannot or choose not to travel to the main campus.
- Credit-based English as a Second Language instruction will continue. Approximately 1/5 of the course offerings at the East Campus will be dedicated to English language acquisition courses.
- The existing East Campus Learning Resource Center will be expanded to include a browsing library to encourage literacy. Additional basic skills activities may be expanded through the use of funds from a Title V grant.

- A career guidance assessment system will be introduced, along with non-credit “soft skills” training to enhance employability.
- The East Campus will have its own allocation of instructional course sections, and the administration overseeing the East Campus will be held responsible for working within this designated number of sections to meet the same productivity targets as other instructional units.
- The feasibility of establishing smaller-scale “storefront” programs in Fillmore and Piru will be studied.
- Evening course offerings at Fillmore High school will be expanded.
- As the program expands, faculty coordinator position will be eliminated and the East Campus will fall under the direction of a full-time manager, who will provide on-site supervision and who will focus on programmatic quality, community relations, and resource development.
- College administrators will work with the Ventura College Foundation and with community leaders to establish a Santa Paula Promise program and a Fillmore Promise program to underwrite the first year of enrollment fees for all adults living in the communities of Santa Paula and Fillmore.
- An enhanced professional marketing plan will be developed to promote the programs and services of the East Campus.
- Both formative evaluation and the logic model (measuring program performance against specified outcome measures) will be used to assess the impact of the programmatic changes.

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INTRODUCTION

The purpose of the East Campus Preliminary Educational Plan is to support Ventura College's efforts to meet the current and emerging educational needs of the communities of Santa Paula, Fillmore and Piru over the period of 2008-2015. These three communities will be referred to as the Santa Clara River Valley. It is the intention of Ventura College to build enrollment and to provide programmatic, funding and management stability.

In developing the plan, information was incorporated from research conducted by the Solimar Research Group, Ventura County Community College District and Ventura College Instructional Research offices, and from information gathered from focus groups and interviews of stakeholders.

The information in this document will eventually be incorporated into a more comprehensive, college-wide educational master plan that will be developed during the fall 2008 semester.

VENTURA COLLEGE MISSION STATEMENT

The Ventura College mission statement applies both to the main campus and to all off-campus locations, including the East Campus. The mission statement is as follows:

The mission of Ventura College is: to offer academic and vocational programs leading to the completion of associate degrees or certificates; to prepare students to transfer to four-year colleges and universities; to provide remediation to those who need to improve their basic skills; to support the state and region's economic viability through workforce development; and to provide continuing education opportunities that enhance personal growth and life enrichment.

The college serves high school graduates and others who are able to benefit from the academic and vocational opportunities it offers. Courses are provided using both traditional and distance learning delivery systems.

The faculty and staff of Ventura College are committed to student success and strive to create an environment of continuous improvement through the establishment of measurable and/or observable student learning outcomes that can be used to assess student performance, improve instructional and service delivery, and guide institutional decision-making.

CURRENT STATUS OF EAST CAMPUS

Brief History of East Campus

Ventura College's East Campus is located on Dean Drive in Santa Paula. The East Campus serves the Santa Clara River Valley (Freeway 126 to the county line, past Piru). In addition to the East Campus, off-campus classes are held at local high schools (currently Santa Paula High School and Fillmore High School) and other facilities open to the public (currently Ojai Valley Inn).

The East Campus began serving the Santa Clara River Valley in 1974, operating out of high school facilities. In December 1980, the program moved to Dean Drive and the Santa Paula Vocational Center opened. In 1999, the facility was expanded and renovated and the name was changed to Ventura College East Campus. In 2002, the East Campus expanded again to its current size of 14,400 square feet.

Enrollment

In 2005, the estimated population of the Santa Clara River Valley was 44,530, representing the following geographic areas:

Santa Paula	28,478
Fillmore	14,895
Piru	1,157
Total	44,530

In Fall 2007, course enrollments for residents of the Santa Clara River Valley numbered 1,206. The majority of these students were Hispanic (81%) and female (70%) and under 30 years of age (63%). The majority of students enrolled in one course for an average of 3 units.

The 1,206 student enrollments were divided among general education transfer courses (39%), developmental or preparatory courses (37%), and occupational courses (24%).

Nearly two-thirds of students attending East Campus River Valley educational sites chose one of the following educational goals as their primary reason for taking classes at Ventura College.

Improve basic skills	16%
Complete credits for high school diploma	17%
Undecided on goal	16%
Earn AA/AS degree and transfer to four-year institution	15%

Although students attending East Campus in Fall 2007 graduated from many high schools throughout the county, the highest number attended or graduated from Santa Paula High School (24%) or Fillmore High School (17%).

Facilities

The East Campus facilities in Santa Paula are located in two leased buildings, representing a combined total of 14,400 square feet of space. This space includes:

1. **Classroom space** totaling 4,579 square feet, consisting of:
 - Four lecture style classrooms with respective seating capacities of 24, 31, 34, and 40.
 - Two computer labs, with respective seating capacities of 23 and 25.
 - One classroom/lab room used for the Medical Assisting, Certified Medical Assisting and Phlebotomy programs, with a seating capacity of 28.
2. One large **multipurpose room**, totaling approximately 3,000 square feet. (This room has poor acoustics and will require renovation if the space is to be used for anything other than assemblies.)
3. One **Learning Resource Center**, providing access to 15 networked computers and 2 printers.
4. Eight **offices** for faculty and staff.

A limited number of classes are offered at Santa Paula High School and Fillmore High School.

Staffing

During the Fall 2007 semester, the East Campus was staffed by:

<u>Position</u>	<u>Number of Employees</u>
Coordinator of Off Campus Programs (11-month contract faculty position)	1.00
English as a Second Language Instructors (contract faculty positions)	2.00
Business Instructor (contract faculty position)	1.00
Hourly faculty in vocational, developmental, and general education subject disciplines (headcount, not full-time equivalent)	40.00
Counselor (contract faculty position)	0.60
Counselor Assistant (bilingual, classified position)	1.00
Student Services Assistant II (bilingual, classified positions)	2.00
Instructional Lab Technician II (classified position)	0.50

In addition, part-time counselors and a matriculation specialist were available to assist students with registration and financial aid questions for the evening courses offered at Santa Paula High School and Fillmore High School.

Programs and Services

Courses at the East Campus are roughly divided into three categories: (1) general education, (2) English as a Second Language, and (3) career education. Certificate coursework is offered in the following fields:

- Bookkeeping
- Certified Nursing Assistant
- Child Development
- Computer Office Assistant
- Medical Assistant
- Phlebotomy

A variety of student services are offered at East Campus, including

- Academic and career counseling
- Admissions and Records
- College assessment testing
- “Ability to benefit” testing
- Financial aid application assistance
- Courier service for library materials
- Online databases
- Tutoring, including pre-literate tutoring for Spanish-speaking students
- Student services for special populations (disabled student services, Educational Opportunities Programs & Services)

EAST CAMPUS RESEARCH

Survey of Currently-Enrolled Students

During the Fall 2006 semester, 388 currently-enrolled students attending the East Campus were surveyed (see Appendix 1). Of those surveyed, 79% of the day students lived in Santa Paula, as did 84% of the evening students. The majority of students (73% during the day and 58% during the evening) rely upon their own transportation to get to the East Campus.

Survey of High School Seniors

In January 2007, high school seniors at Santa Paula High School and Fillmore High School were surveyed (see Appendix 2). Of the 349 student respondents, 57% indicated that they planned to attend Ventura College or another community college upon graduation while 28% indicated they planned to go directly to a four-year college or university. Of those who indicated they planned to attend Ventura College upon graduation, 81% indicated a preference for taking classes on the main campus, as opposed to attending at the East Campus or other off-campus location.

The seniors planning to attend Ventura College indicated that they had the highest level of interest in the following areas listed in order of responses:

- General Education Courses (110 responses)
- Business Administration (104 responses)
- Criminal Justice (94 responses)
- Medical Assisting (84 responses)

Santa Clara Valley Needs Assessment

In March 2007, a bilingual telephone survey of 200 residents of Santa Paula, Fillmore, and Piru was conducted by Solimar Research Group (see Appendix 3). Respondents were asked about their educational goals and their preferences regarding class schedules, among other factors. Residents who indicated that they had no interest in attending college, either now or at any point in the future, were excluded from the survey.

The survey results found that women were more interested in earning a high school diploma while men were more interested in job skills and a community college degree. The top four educational goals identified were:

- Specific Job Skills (39%)
- Community College Degree (30%)

- High School Diploma (22%)
- Transfer to a Four-Year College (10%)

Over half of the respondents expressed a preference for learning a marketable skill. The top job skill classes were:

- Medical Worker (47%)
- Office Assistant (40%)
- Manager (38%)

Survey results showed that men preferred training to become police officers or owners of small businesses. Women indicated a preference for training to become office assistants, child care providers and teachers.

A shortened class schedule, meeting every day for several weeks (as opposed to a full semester) was appealing to 66% of the respondents. A Saturday class schedule was preferred by 62% of the respondents. Online classes appealed to 57% of the respondents, who said they would be more likely to take a class if it were offered on the Internet. Nearly half of the respondents were interested in taking career education classes taught in the Spanish language.

Interestingly, most respondents (86%) had access to a computer and a car (71%).

Having child care available would enhance the likelihood of college attendance for women respondents (62%). Despite having access to a car, 59% of the respondents said they would be more likely to take a class if bus or shuttle service was available. Public transportation interest was higher in Santa Paula and Piru than in Fillmore.

LABOR MARKET TRENDS

The unemployment rates for California (5.2% June, 2007) and Ventura County (4.7% June, 2007) continue to be low. The unemployment rates are higher for Fillmore, Piru (7.7%), and Santa Paula (7.3%), based upon May (preliminary) data for 2007.

According to the *Labor Market Index*, occupations with the fastest job growth (% change) in Ventura County are related to health care (Home Health Aides; Physician Assistants; Personal and Home Care Aides; Medical Assistants; Nursing, Psychiatric, and Home Health Aides), computer technology (Network Systems and Data Communications Analysts; Computer Software Engineers, Applications;) hazardous materials removal workers, and postsecondary instructors in business and mathematics.

A more comprehensive overview of labor market trends is available in Appendix 4.

PROPOSALS FOR EAST CAMPUS

East Campus will become a “Career Academy,” emphasizing the attainment of degrees, certificates and skills that lead to high-demand occupations, increased earning capacity, and a higher quality of life. Short-term, compressed classes will enable students to obtain their certificates quickly, thus enabling them to move into the workplace. A pilot program of career training offered in the Spanish language, linked concurrently with English as a Second Language training, will be offered. Approximately 3/5 of the course offerings at the East Campus will be occupational in focus.

A core rotation of general education courses will allow East Campus students to complete the associate degree. Online and hybrid classes will increase the variety of general education courses available to those who cannot or choose not to travel to the main campus. A PACE program will be piloted. If Spanish language career training, linked to ESL training, is found to be successful, the model may be expanded to include general education courses. Approximately 1/5 of the course offerings at the East Campus will fulfill general education requirements.

Credit-based English as a Second Language instruction will continue. Approximately 1/5 of the course offerings at the East Campus will be dedicated to English language acquisition courses.

The existing Learning Resource Center will be expanded to include a browsing library to encourage literacy. A career guidance assessment system will be introduced, along with non-credit “soft skills” training to enhance employability. Additional basic skills activities may be expanded through the use of funds from a Title V grant.

The East Campus will have its own allocation of instructional course sections, and the administration overseeing the East Campus will be held responsible for working within this designated number of sections to meet the same productivity targets as other instructional units. As the program expands, the faculty coordinator position will eventually be eliminated and the East Campus will fall under the direction of a full-time manager, who will provide on-site supervision and who will focus on programmatic quality, community relations, and resource development.

Both formative evaluation and the logic model (measuring program performance against specified outcome measures) will be used to assess the impact of the programmatic changes and to enable the administration and staff to make any needed improvements.

Career Academy

Applying some of the scheduling concepts of proprietary schools, the East Campus will become a Career Academy, emphasizing fast-track occupational training. The following existing programs will be retained:

Agriculture: As an expansion of a program currently offered in partnership with Fillmore High School, short-term Spanish language courses, concurrently linked with English as a Second Language, will be offered in basic plant science, soil and water management, irrigation, and plant identification.

Bookkeeping: Courses in this program, which will be reformatted into a one-semester schedule, prepare students to work as bookkeepers in a variety of business settings.

Certified Nursing Assistant: Courses in this one-semester program prepare students to work as nurse assistants, providing care to clients in a variety of health care settings.

Child Development: Courses in this program, which will be reformatted into a one-semester schedule, prepare students to work as assistant teachers in a pre-school setting.

Computer Office Assistant: Courses in this one semester program prepare students to enter office employment. Beginning, intermediate, and advanced students become familiar with and use software applications vital to the operation of an automated office. Advanced students learn to use software applicable to the development of business publications, and accounting software applicable to the management of personnel, payroll, inventory, accounts payable/accounts receivable, financial reporting, and other phases of the automated business office.

Medical Assistant: Courses in this one-semester program prepare students for entry-level positions as either front-office or back-office medical assistants in a doctor's office or hospital setting.

Phlebotomy: Courses in this one-semester program prepare students to work in a hospital testing laboratory.

The following existing programs, currently offered only on the main campus, will be added:

Basic Complaint Dispatcher: This one-semester P.O.S.T. (Commission on Peace Officer Standards and Training) certified course qualifies students for entry-level public safety dispatcher positions.

Arrest, Search and Seizure: This one-semester Commission on Peace Officer Standards and Training (POST) certified course leads to employment as an animal control officer or as a parole officer.

New curriculum will be developed in order to offer the following program:

Personal Care Provider: This six week program will prepare students to work as in-home care providers or personal care providers for assisted living and extended care facilities. This program will be offered in the Spanish language, and will be concurrently linked with English as a Second Language classes.

General Education Track

On-site general education classes will be available to East Campus students on a more systematic rotating basis. Full-time students attending only at the East Campus location will be able to complete their general education requirements in four semesters. Chemistry will be offered as one of the options for the general education laboratory class, with sections offered at Santa Paula High School and Fillmore High School. Access to the wider variety of general education options available online will be provided through the computers in the East Campus Learning Resource Center.

The PACE (Program for Accelerated College Education) scheduling model, (which enables working adults to earn up to twelve units of transfer credit each semester by attending classes one night per week in combination with online lessons and/or a limited number of Saturday conferences) will be piloted.

If Spanish language career training, linked to ESL training, is found to be successful, the model may be expanded to include general education courses.

English as a Second Language and Vocational English as a Second Language

English as a Second Language courses will continue to be offered, utilizing state-of-the-art technology and an innovative curriculum. As the East Campus enrollment grows, Vocational English as a Second Language programs, integrating job skills with language skills, will be offered.

Learning Resource Center

The existing Learning Resource Center will be remodeled to improve the efficiency of the existing space. A browsing collection of paperback books will be established to encourage supplementary reading. A core collection of high-interest books from the main campus library collection will be sent to the East Campus, with the titles exchanged for others on a periodic basis. Software will be added to the computers in the Learning Resource Center to support instruction and retention.

Tutoring

The tutoring services offered at East Campus will gradually grow 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.

Career Development Services

WorkKeys is a commercial product developed by ACT testing services that assesses critical employability skills against industry profiles. Software will be installed on the computers in the East Campus Learning Resource Center to allow it to serve concurrently as a WorkKeys testing center and as a training site for non-credit workplace skill development. Computer assisted instruction, coupled with tutorial assistance, will then be available for those wanting to improve their test scores and thus earn a competency certificate that enhances the employment competitiveness of the student. Appropriate staffing will be identified to support this new Career Development program. Appropriate links with an enhanced main campus Career and Placement Center will be established.

Director of Off-Campus Programs

The faculty coordinator position will eventually be eliminated, and the East Campus will then fall under the direction of a full-time Director of Off-Campus Programs (a management position at the Assistant Dean level), 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.

Partnerships With Area High Schools

Partnerships with Santa Paula High School and Fillmore High School will be expanded. Avenues will be identified that will expand 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.

“Santa Paula Promise” and “Fillmore Promise”

The Ventura College Foundation will work with 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 be patterned after the successful Ventura College Promise, with one significant difference: while the

Ventura College Promise underwrites the enrollment fees for all newly-graduated high school seniors in Ventura County, the Santa Paula Promise and the Fillmore Promise will underwrite the first year of enrollment fees for all adults who live in the cities of Santa Paula and Fillmore. The Foundation will also work with community donors to fund a “textbook bank,” modeled after the successful textbook lending service provided on the main Ventura College campus.

Additional Concerns

Facilities: Although the facilities serving the areas of Santa Paula, Fillmore, and Piru have expanded significantly in the last five years, more space is needed to accommodate the additional programs and services reflected in this plan. Space to be considered includes vacant space adjacent to the existing facilities at Dean Drive (approximately 1,200 square feet) and two vacant spaces located on Harvard Drive (4,400 square feet and 2,314 square feet respectively). The feasibility of establishing smaller-scale “storefront” programs in Fillmore and Piru also will be studied.

Student Activities: Student activities and resources for the East Campus will be expanded to reflect the students’ needs, interest, and fees. A student representative to the Associated Student Body will be identified to represent the East Campus.

Student Services: Methods for expanding health services to students in off-campus programs will be explored to allow them the benefits of their student health fees. A system for referring students to qualified community child care providers will be developed.

Marketing: An enhanced professional marketing plan will be developed to promote the programs and services of the East Campus. The marketing plan will seek to retain the interest of the current student population (younger Hispanic females) and to attract populations that are not yet attending in large numbers (re-entry adults of both genders and from all ethnic groups).

Programmatic Evaluation

Both formative evaluation and the logic model (measuring program performance against specified outcome measures) will be used to assess the impact of the programmatic changes and to enable the administration and staff to make any needed improvements. This assessment will include (1) the 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, (2) periodic surveys of the general public, and (3) systematic analysis of enrollment data, including retention and persistence, utilization of services, grade distribution, and career placements.

APPENDIX 1

Fall 2006 East Campus Student Survey

Prepared by: Art Sandford, Coordinator of Off-Campus Programs

I. Background

At the request of the Vice President of Business Services, Tom Kimberling, I developed a survey instrument designed to gauge the attitudes of East Campus students toward alternative locations for the East Campus. Recognizing that the bulk of our student population at EC resides in Santa Paula, we wanted to know if this group would express a willingness to attend classes in Fillmore or would opt instead to travel to the main campus in Ventura, or not attend Ventura College at all.

II. Method

A five-item survey (in English and Spanish) was distributed to all VC instructors at EC and Santa Paula High School. The faculty were requested to distribute the survey to their students, explaining that it was merely one tool in our facility planning process. They were instructed to remind students that if they had already completed the survey for another class, then they should not do another. The return rate from instructors was approximately 70%. While this was not a scientifically created random sample, it captures some 50% of total student population attending classes at EC, and represents a broad cross-section of students: day and evening sections, general education, vocational, ESL and remedial classes. The survey data were broken down and aggregated to be able to compare day versus evening students.

III. Results: (spreadsheets and graphs attached.)

QUESTION 1: Where do students attending VC classes at EC and SPHS live?

The results were consistent with our assumptions. Some 79% of day students and 84% of evening students live in Santa Paula.

QUESTION 2: Where do students attending VC classes at EC and SPHS take all of their classes?

The percentage of day students taking classes exclusively at EC was 92.5%, whereas evening students taking classes only at EC was 66.4%. This is most likely due to the fact that our day classes tend to be somewhat self-contained. Students enrolled in two or four hours of ESL instruction Monday through Friday are not likely to be traveling to the main campus for more classes. Likewise, students enrolled in the intensive vocational programs of computer office assistant and medical assistant, (15 and 14 units, respectively) have little time for additional studies.

QUESTION 3: How do students attending VC classes at EC and SPHS get to school?

Less than 2% of day students take public transportation to the EC. Zero evening students reported taking the bus. Nearly three quarters of day students drive their own vehicle to campus, another 7% get a ride; 18% walk.

Among the evening students there appears to be more carpooling. Nearly 18% reported getting a ride, while 58% drove their own vehicle. Interestingly, more evening students (23.4% to 18.1%) report walking to school.

QUESTION 4: What is the primary reason that VC students attend classes at EC or SPHS and not the main campus?

The overwhelming reason for students choosing EC over the main campus was proximity to their home. Coming in a distant second for both day and evening students was the reason that the program or class

they are taking is only offered at EC. Lack of transportation did not seem to be a major obstacle. Other stated responses are included in the addendum.

QUESTION 5: Assuming that transportation was not a problem for you, if you had to choose between going to the main campus in Ventura or taking your classes at a new site in Fillmore, which would you prefer?

Less than 10% of the students residing in Santa Paula (who make up over 80% of the current student population at EC) expressed a willingness to attend classes in Fillmore. Over half would prefer to travel to the main campus and over a third stated that they would not attend VC at all.

IV. Addendum to Ventura College - East Campus 2006 Student Survey

Additional Comments to Question #4: **Why do you attend the East Campus in Santa Paula and not Ventura College main campus?**

D. For another reason. It's because.....

- I like it better.
- Less traffic than Ventura College area.
- Because class was offered here.
- Childcare and children in sports in Santa Paula.
- I am still attending high school.
- Because it is closer.
- I thought it was at VC, but when I found out it was in SP I couldn't drop the class.
- I have high school here as well.
- Because Ventura is far away from my home.
- East Campus is closer to my home than Ventura College.
- I preferred to take a class here in Santa Paula.
- It doesn't matter.
- Time management.
- I didn't know the class was at SPHS when I signed up (would rather be at VC).
- This class time and day fits my schedule.
- Wednesday was my available night / class in Santa Paula campus.
- Class schedule meeting needs.
- Was the only pre-algebra class open.
- I registered for the 4 to 7 class and thought it was at the Ventura Campus.
- This class fit my schedule.
- Time.

APPENDIX 2
WINTER 2007
SURVEY OF HIGH SCHOOL SENIORS
SANTA PAULA HIGH SCHOOL AND FILLMORE HIGH SCHOOL

Prepared by Michael J. Callahan
Office of Research and Evaluation
February 28, 2007

■ **BACKGROUND**

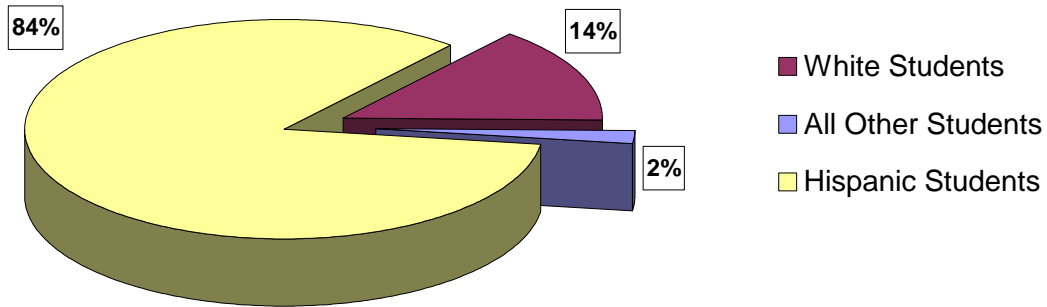
The survey of seniors at Santa Paula High School (SPHS) and Fillmore High School (FHS) was conducted in **January 2007**. This survey is part of Ventura College's assessment of post-secondary educational needs of **Santa Clara River Valley** residents. The purpose of the survey is to gain insight into the future educational plans and interests of the senior classes at SPHS and FHS. Survey respondents, who indicated that they plan to attend Ventura College after finishing high school, were asked several questions related to VC class offerings and instructional locations.

The survey instrument consists of **five** questions and **two** demographic identifiers. Except for Question 4, the SPHS and FHS surveys are identical. Question 4 on the SPHS survey asks seniors if they would be willing to take VC classes at an off-campus location in **Fillmore**; while on the FHS survey, seniors were asked if they would be willing to take VC classes at a location in **Santa Paula**. Sample surveys appear as **Attachment A** (SPHS survey) and **Attachment B** (FHS survey).

Art Sandford, Coordinator of the VC East Campus, supervised the distribution and collection of surveys. **Karen Giroux**, Counselor at SPHS, and **Karen Ashim**, Counselor at FHS, coordinated the survey process at their high schools and provided senior demographics data. At Santa Paula High School, surveys were distributed to all senior English classes. Ms Giroux indicated that most seniors at SPHS are taking an English class. At Fillmore High School, seniors enrolled in a US Government or Economics class were provided with surveys by their teachers. Ms Ashim advised that because both classes are graduation requirements, almost all FHS seniors would have been given a survey.

■ **ETHNIC AND GENDER COMPOSITION OF SENIOR CLASSES**

In academic year **2006 – 2007**, there are a total of **509** seniors enrolled at Santa Paula Union High School and at Fillmore Senior High School. The overwhelming majority (**84%**) of these 509 seniors is **Hispanic**; about 14% are white and the remaining 2% are primarily Asian or black. **Females** account for **52%** of the senior class at each school. In the chart below, the combined ethnic percentages for both schools are depicted. Data in the table reflect the numbers and percentages of seniors by ethnic groups and by gender at each of the high schools. The **combined** numbers and percentages for each demographic characteristic are also provided.



Ethnic Groups Gender	Combined		Santa Paula HS		Fillmore HS	
	Number	Percent	Number	Percent	Number	Percent
Hispanic	426	84%	244	86%	182	80%
White	71	14%	33	12%	38	17%
All Others	12	2%	5	2%	7	3%
Totals	509	100%	282	100%	227	100%
Female	264	52%	147	52%	117	52%
Male	245	48%	135	48%	110	48%

■ SURVEY PARTICIPATION BY ETHNICITY AND GENDER

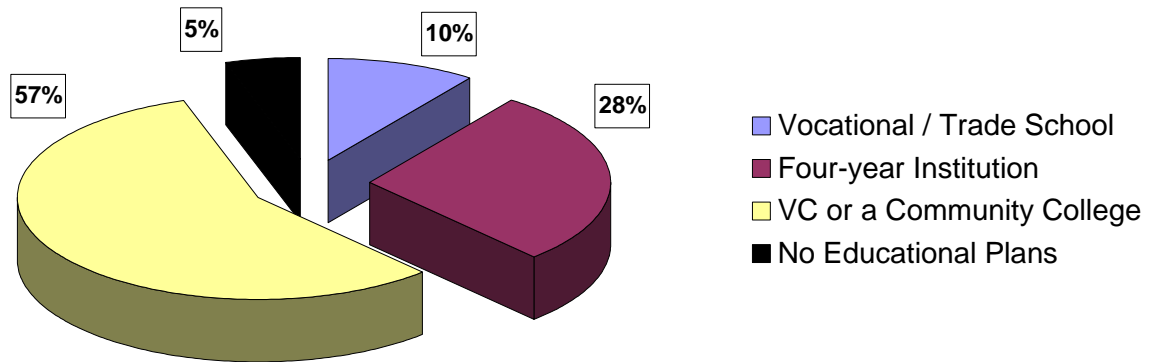
A total of **349** surveys were completed by the **509** seniors at SPHS and FHS for an overall survey participation rate of **69%**. Of the 349 survey participants, **282 (81%)** were **Hispanic** and **48 (14%)** were **white**. Survey participation rates of Hispanics and whites are not significantly different from their proportional representations in the combined SPHS and FHS senior classes. **Females** account for **52%** of the survey participants – **181** of the 349 respondents. There were a total of **163** male participants (**47%**); five respondents did not indicate their gender. Survey participation rates by gender closely reflect the gender composition of the combined SPHS and FHS senior classes. Data in the table indicate the numbers and percentages of **survey participants** by ethnic groups and by gender at each of the high schools. The combined demographic data are also provided.

Ethnic Group Gender	Combined		Santa Paula HS		Fillmore HS	
	Number	Percent	Number	Percent	Number	Percent
Hispanic	282	81%	177	82%	105	78%
White	48	14%	29	14%	19	14%
All Others	19	5%	9	4%	10	8%
Totals	349	100%	215	100%	134	100%
Female	181	52%	107	50%	74	55%
Male	163	47%	105	49%	58	43%
Unreported	5	1%	3	1%	2	2%

■ SURVEY RESULTS

• Post-Secondary Educational Plans

A total of **349** seniors at Santa Paula and Fillmore high schools completed and returned surveys. The **first question** on the survey asked seniors if they planned to continue their education upon graduation from high school. The majority of respondents (**57%**) indicated that they planned on going to Ventura College or another community college; **28%** said that they plan to go directly to a four-year college or university. The chart depicts response percentages for **all** respondents; data in the table relate to the numbers and percentages of respondents by high school and in toto.



Survey Respondents	Totals		Post-secondary Educational Plans							
			4-yr Institution		VC or a CC		Voc. / Trade		No Ed Plans	
Combined HSs	349	100%	98	28%	201	57%	34	10%	16	5%
Santa Paula HS	215	100%	58	27%	122	57%	26	12%	9	4%
Fillmore HS	134	100%	40	30%	79	59%	8	6%	7	5%

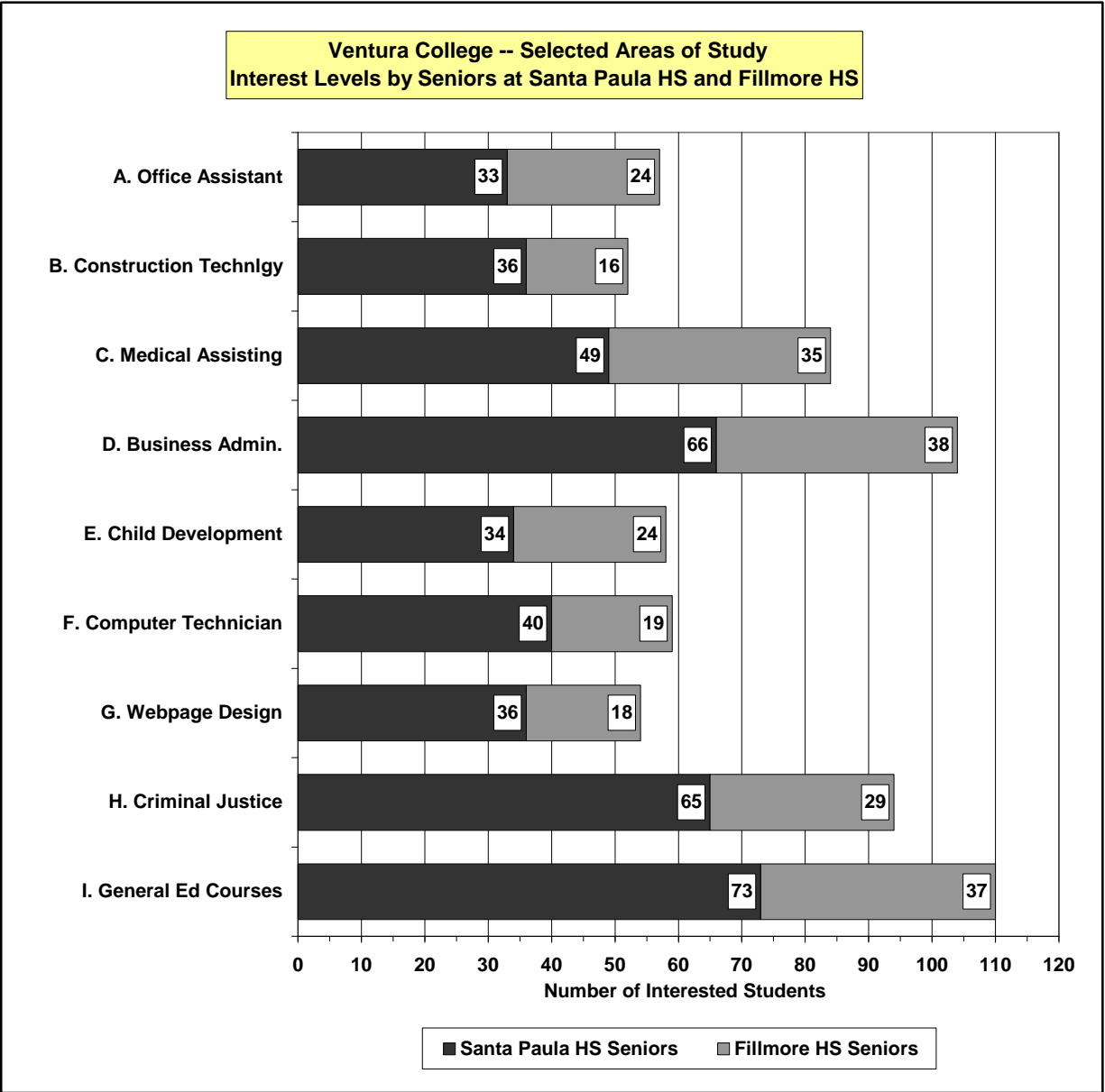
• Areas of Study at Ventura College

The **second question** on the survey asked seniors (those planning to attend Ventura College) to indicate their interest in each of **nine** areas of study offered at VC. Respondents used the following scale to show their levels of interest, or disinterest, in each area:

1 = I am **very** interested; **2** = I am interested; **3** = I am **not** interested.

In the chart below, the numbers of respondents that were either “very interested” or “interested” in each of the instructional areas are depicted graphically. The **darker** portion of each bar represents the number of Santa Paula HS seniors expressing an interest in the area; the **lighter** portion of the bar represents the number of Fillmore HS seniors who expressed an interest. The entire length of the bar portrays the **combined** level of interest by seniors at both schools.

The **four** areas with the highest levels of interest are: General Education Courses (**110** responses), Business Administration (**104** responses), Criminal Justice (**94** responses), and Medical Assisting (**84** responses). The letter (A – I) that precedes each area refers to its listing order on the survey.



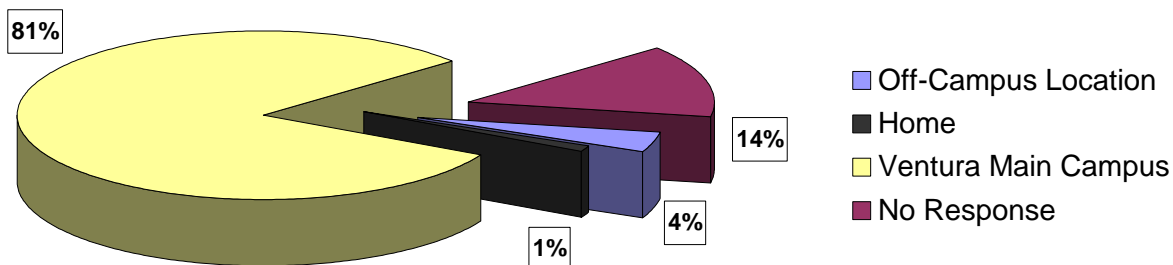
• Preferred Locations for Attending VC Classes

The **third question** on the survey asked seniors – those who plan on attending Ventura College – to indicate where they would **prefer** to attend class, that is:

- A. At an off-campus location in my local community, even though class variety would be limited
- B. At the main campus in Ventura, even though this means I will have to travel to get there
- C. At home, via online classes

The great majority of seniors, who are planning to attend Ventura College, indicated that they would prefer to take classes on the Ventura **main** campus. Eighty-one percent (**81%**) of respondents prefer the main campus; **14%** favor an off-campus site. The percentage distribution

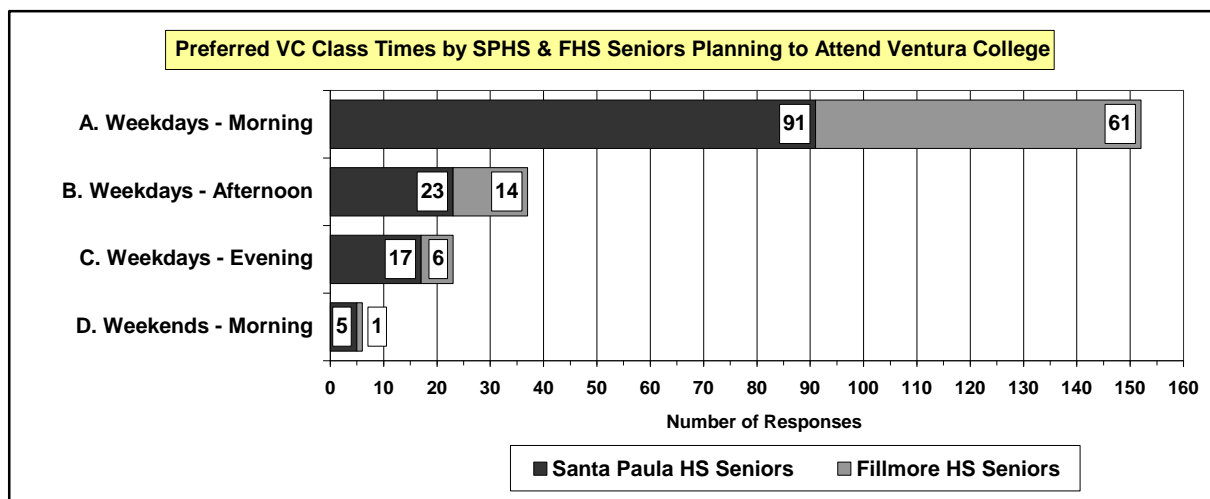
of the combined SPHS & FHS responses are depicted in the chart; the table indicates response data by high school.



Question 3 Response Choices	Combined		Santa Paula HS		Fillmore HS	
	Number	Percent	Number	Percent	Number	Percent
A. At an off-campus location	28	14%	15	12%	13	17%
B. At the Ventura main campus	163	81%	102	84%	61	77%
C. At home, via online classes	2	1%	1	1%	1	1%
Did not respond	8	4%	4	3%	4	5%
Totals	201	100%	122	100%	79	100%

• Preferred Times for Ventura College Classes

The **fifth question** on the survey asked respondents, who were planning to attend Ventura College, the time of day that they would prefer to take classes. Of the **218** responses, **152 (70%)** favored weekday mornings and **37 (17%)** preferred weekday afternoons. The total responses exceed 201 because some of the respondents indicated more than one preferred time.

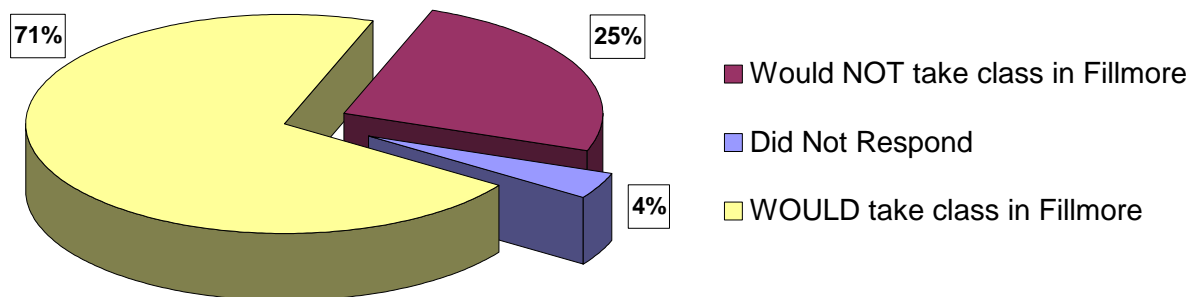


• VC – Off-Campus Locations

The **fourth question** on the survey was also directed towards respondents who had indicated that they planned to continue their education at Ventura College. The question is intended to

ascertain whether respondents would attend VC classes that would be offered at an **off-campus** location in the Santa Clara River Valley. **SPHS** respondents were asked if they would attend classes offered at a site in **Fillmore**, while **FHS** respondents were asked if they would attend classes offered at a site in **Santa Paula**. Aggregate data, by respondents' high school affiliation, are indicated below.

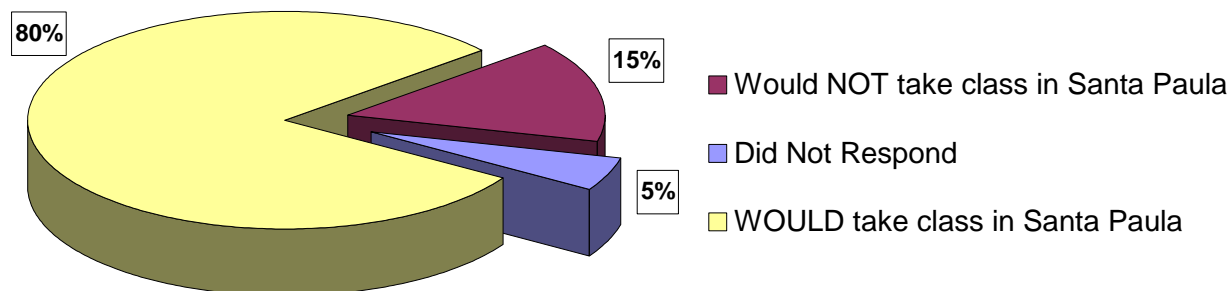
▪ **Santa Paula High School Respondents**



The **87** respondents (**71%**) who indicated that they **would** take classes in **Fillmore** were asked the way in which they would get to classes in Fillmore. Their answers are as follows:

I would get to classes in <u>Fillmore</u> by:	Respondents	Percentage
a. Driving my own car	66	76%
b. Getting a ride with friends or family members	19	22%
c. Taking public transportation	1	1%
Did not respond	1	1%
Totals	87	100%

▪ **Fillmore High School Respondents**



The **63** respondents (**80%**) who indicated that they **would** take classes in **Santa Paula** were asked the way in which they would get to classes in Santa Paula. Their answers are as follows:

I would get to classes in <u>Santa Paula</u> by:	Respondents	Percentage
a. Driving my own car	40	63%
b. Getting a ride with friends or family members	12	19%
c. Taking public transportation	10	16%

Did not respond	1	2%
Totals	63	100%

• Written Responses to Question 4

Respondents who answered Question 4 in the **negative** were asked to write the reason that they would be unwilling to take classes at a **specific** off-campus location – for **SPHS** respondents, the off-campus site was indicated as being in **Fillmore**; for **FHS** respondents, the off-campus site was indicated as being in **Santa Paula**. Of the 30 SPHS respondents who answered “no” to Question 4, 21 of them wrote reasons for their “no” answer; of the 12 FHS respondents who answered “no” to Question 4, seven (7) wrote reasons for their “no” answer. The written responses are duplicated in the table that follows.

Question 4.B Reasons given by respondents who answered “No”
<u>Santa Paula High School Respondents</u>
30 respondents answered Question 4 in the negative ; 21 of them wrote reasons for their “no” answers.
1. Out of the way.
2. It will be too far!
3. I would rather go to SP or V.C.
4. I'd rather go to the East Campus.
5. I'll be going to the campus.
6. I wouldn't have reliable transportation.
7. I want to go to Oxnard College.
8. I would much rather go to Ventura.
9. They don't have most of the general ed classes.
10. I am planning to attend VC.
11. I don't want to go there.
12. I don't want to.
13. I don't want to.
14. I just don't want to.
15. No reason.
16. Too much driving.
17. I can take off-campus classes in my hometown.
18. I don't have transportation; I don't know what college I am going to attend.
19. It's too much out of the way and I don't think I would have time.
20. I work in Ventura and it would be an easier commute.
21. I have a car; I'll go to the main campus.
<u>Fillmore High School Respondents</u>
12 respondents answered Question 4 in the negative ; 7 of them wrote reasons for their “no” answers.
1. I don't want to.
2. I don't want to.

3. I don't want to.
4. I hate Santa Paula.
5. I think going to Ventura College would be better.
6. I would not have a way to get there.
7. I would like to take all my classes in one place, and not all are offered at Santa Paula.

■ **DATA TABLES**

• High School Seniors and Survey Respondents

Table A. Winter 2007: Summary of High School Seniors and Survey Respondents – By Ethnicity

S P H S and F H S Seniors	Total	Ethnic Groups		
		Hispanic	White	All Others
Enrolled	509	426	71	12
Percentage	100.0%	83.7%	13.9%	2.4%
Survey Responders	349	282	48	19
Percentage	100.0%	80.8%	13.8%	5.4%

Table B. Winter 2007: Summary of Seniors and Survey Respondents – By High School & Ethnicity

Seniors	Combined Total	Santa Paula HS				Fillmore HS			
		Total	Hisp.	White	Others	Total	Hisp.	White	Others
Enrolled	509	282	244	33	5	227	182	38	7
Percentage	----	100%	86%	12%	2%	100%	80%	17%	3%
Survey Resp.	349	215	177	29	9	134	105	19	10
Percentage	----	100%	82%	14%	4%	100%	78%	14%	8%

Table C. Winter 2007: Santa Paula High School Seniors and Survey Respondents– By Gender and Ethnicity

Student Ethnic Groups	Senior Class Students				Survey Respondents				
	Female	Male	Total	Percnt	Female	Male	Unrpt	Total	Percnt
Asian	3	-	3	1.1%	1	1	-	2	.9%
Black	-	-	-	--%	-	1	-	1	.5%
Hispanic	123	121	244	86.5%	87	90	-	177	82.3%
White	20	13	33	11.7%	19	10	-	29	13.5%
Other	-	-	-	--%	-	3	-	3	1.4%
Unreported	1	1	2	.7%	-	-	3	3	1.4%
Totals	147	135	282	100.0%	107	105	3	215	100.0%
Percentages	52.1%	47.9%	100.0%	---	49.8%	48.8%	1.4%	100.0%	---

Note: Under **Survey Respondents**: One female Filipino respondent was counted in the Asian group.

Table D. Winter 2007: Fillmore High School Seniors and Survey Respondents– By Gender and Ethnicity

Student Ethnic Groups	Senior Class Students				Survey Respondents				
	Female	Male	Total	Percnt	Female	Male	Unrpt	Total	Percnt
Asian	1	2	3	1.3%	2	1	-	3	2.3%
Black	1	1	2	.9%	1	-	-	1	.7%
Hispanic	96	86	182	80.2%	60	44	1	105	78.4%
White	18	20	38	16.7%	9	10	-	19	14.2%
Other	1	1	2	.9%	2	3	-	5	3.7%
Unreported	-	-	-	--%	-	-	1	1	.7%
Totals	117	110	227	100.0%	74	58	2	134	100.0%
Percentages	51.5%	48.5%	100.0%	--	55.2%	43.3%	1.5%	100.0%	--

Note: (1) Under Senior Class Students: One female Native American student was counted in the Other group.
(2) Under Survey Respondents: One male Filipino respondent was counted in the Asian group.

• Responses to Questions 1 – 5

Table E. Question 1 – Summary of Responses from Santa Paula HS and Fillmore HS Respondents

Question 1 Educational Plans	Total		Santa Paula HS Seniors			Fillmore HS Seniors				
	Num.	Per.	Total	Hisp.	White	Other	Total	Hisp.	White	Other
A. 4-yr institution	98	28%	58	50	5	3	40	35	4	1
B. VC or a CC	201	57%	122	97	20	5	79	59	13	7
C. Voc/Trade School	34	10%	26	22	3	1	8	7	-	1
D. No ed plans	16	5%	9	8	1	-	7	3	2	2
Totals	349	100%	215	177	29	9	134	104	19	11

Table F. Question 1 – Santa Paula HS Seniors: Respondents by Gender and Ethnicity

Question 1 Educational Plans	Total		Hispanic		White		All Others
	Number	Percent	Female	Male	Female	Male	
A. 4-yr college/university	58	27.0%	29	21	5	-	3
B. VC or a Comm. College	122	56.7%	47	50	12	8	5
C. Voc/Trade School	26	12.1%	8	14	1	2	1
D. No educational plans	9	4.2%	3	5	1	-	-
Totals	215	100.0%	87	90	19	10	9

Table G. Question 1 – Fillmore HS Seniors: Respondents by Gender and Ethnicity

Question 1 Educational Plans	Total		Hispanic		White		All Others
	Number	Percent	Female	Male	Female	Male	
A. 4-yr college/university	40	29.8%	23	12	2	2	1
B. VC or a Comm. College	79	59.0%	34	25	7	6	7
C. Voc/Trade School	8	6.0%	3	4	-	-	1

D. No educational plans	7	5.2%	-	3	-	2	2
Totals	134	100.0%	60	44	9	10	11

Table H. Question 2.A – Office Assistant

Question 2.A Response Categories	Total		Santa Paula HS		Fillmore HS	
	Number	Percent	Number	Percent	Number	Percent
1. Very interested	13	7%	9	7%	4	5%
2. Interested	44	22%	24	20%	20	25%
Sub-total	57	29%	33	27%	24	30%
3. Not interested	83	41%	54	44%	29	37%
X. Did not respond	61	30%	35	29%	26	33%
Totals	201	100%	122	100%	79	100%

Table I. Question 2.B – Construction Technology: Carpentry, Electrical, Plumbing, etc.

Question 2.B Response Categories	Total		Santa Paula HS		Fillmore HS	
	Number	Percent	Number	Percent	Number	Percent
1. Very interested	19	10%	13	11%	6	8%
2. Interested	33	16%	23	19%	10	13%
Sub-total	52	26%	36	30%	16	21%
3. Not interested	96	48%	57	46%	39	49%
X. Did not respond	53	26%	29	24%	24	30%
Totals	201	100%	122	100.0%	79	100%

Table J. Question 2.C – Medical Assisting, Nursing or other medical field

Question 2.C Response Categories	Total		Santa Paula HS		Fillmore HS	
	Number	Percent	Number	Percent	Number	Percent
1. Very interested	45	23%	32	26%	13	16%
2. Interested	39	19%	17	14%	22	28%
Sub-total	84	42%	49	40%	35	44%
3. Not interested	75	37%	49	40%	26	33%
X. Did not respond	42	21%	24	20%	18	23%
Totals	201	100%	122	100%	79	100%

Table K. Question 2.D – Business Administration

Question 2.D Response Categories	Total		Santa Paula HS		Fillmore HS	
	Number	Percent	Number	Percent	Number	Percent
1. Very interested	30	15%	16	13%	14	18%
2. Interested	74	37%	50	41%	24	30%
Sub-total	104	52%	66	54%	38	48%
3. Not interested	49	24%	26	21%	23	29%

X. Did not respond	48	24%	30	25%	18	23%
Totals	201	100%	122	100%	79	100%

Table L. Question 2.E – Child Development/Preschool Teaching

Question 2.E Response Categories	Total		Santa Paula HS		Fillmore HS	
	Number	Percent	Number	Percent	Number	Percent
1. Very interested	27	14%	15	12%	12	15%
2. Interested	31	15%	19	16%	12	15%
Sub-total	58	29%	34	28%	24	30%
3. Not interested	85	42%	54	44%	31	39%
X. Did not respond	58	29%	34	28%	24	31%
Totals	201	100%	122	100%	79	100%

Table M. Question 2.F – Computer Technician

Question 2.F Response Categories	Total		Santa Paula HS		Fillmore HS	
	Number	Percent	Number	Percent	Number	Percent
1. Very interested	22	11%	13	11%	9	11%
2. Interested	37	18%	27	22%	10	13%
Sub-total	59	29%	40	33%	19	24%
3. Not interested	86	43%	50	41%	36	46%
X. Did not respond	56	28%	32	26%	24	30%
Totals	201	100%	122	100%	79	100%

Table N. Question 2.G – Webpage Development and Computer Graphics

Question 2.G Response Categories	Total		Santa Paula HS		Fillmore HS	
	Number	Percent	Number	Percent	Number	Percent
1. Very interested	23	12%	16	13%	7	9%
2. Interested	31	15%	20	17%	11	14%
Sub-total	54	27%	36	30%	18	23%
3. Not interested	89	44%	53	43%	36	45%
X. Did not respond	58	29%	33	27%	25	32%
Totals	201	100%	122	100%	79	100%

Table O. Question 2.H – Criminal Justice: Police Officer, Probation Officer, Corrections, etc.

Question 2.H Response Categories	Total		Santa Paula HS		Fillmore HS	
	Number	Percent	Number	Percent	Number	Percent
1. Very interested	44	22%	28	23%	16	20%
2. Interested	50	25%	37	30%	13	16%
Sub-total	94	47%	65	53%	29	36%
3. Not interested	61	30%	32	26%	29	37%
X. Did not respond	46	23%	25	21%	21	27%

Totals	201	100%	122	100%	79	100%
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Table P. Question 2.I – General Education courses for an AA Degree and/or transfer to a 4-year institution

Question 2.I Response Categories	Total		Santa Paula HS		Fillmore HS	
	Number	Percent	Number	Percent	Number	Percent
1. Very interested	64	32%	50	41%	14	18%
2. Interested	46	23%	23	19%	23	29%
Sub-total	110	55%	73	60%	37	47%
3. Not interested	37	18%	20	16%	17	21%
X. Did not respond	54	27%	29	24%	25	32%
Totals	201	100%	122	100%	79	100%

Table Q. Question 3 – If you plan to go to Ventura College, where would you prefer to attend classes?

Question 3 Response Categories	Total		Santa Paula HS		Fillmore HS	
	Number	Percent	Number	Percent	Number	Percent
A. Off-campus – locally	28	14%	15	12%	13	17%
B. Main campus – Ventura	163	81%	102	84%	61	77%
C. At home – via Internet	2	1%	1	1%	1	1%
X. Did not respond	8	4%	4	3%	4	5%
Totals	201	100%	122	100%	79	100%

Table R. Question 4 – If you plan to go to Ventura College, would you be willing to take classes off-campus:

Question 4 Response Categories	Santa Paula HS Survey ▶ at a location in <u>Fillmore</u> ?		Fillmore HS Survey ▶ at a location in <u>Santa Paula</u> ?	
	Respondents		Respondents	
	Number	Percentage	Number	Percentage
A. Yes, and I would get there by:				
a. Driving my own car	66	54%	40	51%
b. Getting a ride with friends	19	15%	12	15%
c. Taking public transportation	1	1%	10	13%
x. Did not respond	1	1%	1	1%
Sub-total	87	71%	63	80%
B. No	30	25%	12	15%
X. No Response	5	4%	4	5%
Totals	122	100%	79	100%

Survey respondents who answered **Question 4** in the *negative* were asked to write their reasons for not being willing to attend classes at an off-campus location. On the Santa Paula High School surveys, the off-campus location was indicated as being in **Fillmore**; on the Fillmore High School surveys, the off-campus location was indicated as being in **Santa Paula**.

Table S. Question 5 – If you plan to go to Ventura College, what time of day would you *prefer* to take classes?

Question 5 Response Categories	Total		Santa Paula HS		Fillmore HS	
	Number	Percent	Number	Percent	Number	Percent
A. Weekdays – Mornings	152	70%	91	67%	61	74%
B. Weekdays – Afternoons	37	17%	23	17%	14	17%
C. Weekdays – Evenings	23	10%	17	12%	6	8%
D. Weekends – Mornings	6	3%	5	4%	1	1%
Totals	218	100%	136	100%	82	100%

APPENDIX 3

Santa Clara Valley Needs Assessment Survey Results

Prepared for Ventura College
May 11, 2007

Executive Summary

Introduction and Methodology

In March 2007, Solimar Research Group conducted a telephone survey of 272 Santa Clara Valley residents on behalf of Ventura College. The purpose of the survey was to determine the respondents' interest in taking Ventura College classes, their educational goals, and their preferences regarding class location, schedule, and other factors.

The survey was conducted by bilingual surveyors capable of interviewing the respondents in either English or Spanish. The surveyors called random telephone numbers in Santa Paula, Fillmore, and Piru. The surveyors were instructed to:

- Limit surveys to respondents ages 18-59.
- Strive for a 70% Hispanic response rate.
- Seek an equal number of male and female respondents.
- Yield 200 respondents who state they are currently interested in taking classes or plan to take classes at Ventura College.

All these goals were met in the telephone survey.

Results

Demographics and Other Factors

In addition to meeting the desired Hispanic and gender response rates, the survey produced a good cross-section. On income, for example, more than half of the respondents who stated their income said their income was less than \$35,000 per year. Generally, successfully surveying lower-income residents is a major problem for telephone surveys in Southern California.

By dialing random phone numbers, the surveyors did oversample in Piru and undersample in Santa Paula. We have weighted the results accordingly where this skewed sample appeared to have an affect, especially on the geographical questions.

To our surprise, we found that most respondents had access to a computer (86%) and a car (71%).

Interest in Taking Classes

Of the 272 respondents:

- 200 (74%) said they are interested in taking classes.
- 72 (26%) said they are not interested in taking classes.

Those who said they are not interested in taking classes were asked for a reason as to why they were not, and then not interviewed further. These respondents gave a wide variety of reasons for lack of interest, including:

- Already have a college degree (29%).
- Already have a good job (17%).
- Have no time for college (13%).
- Can't afford it (11%).

Of the 200 other respondents:

- 19.5% (39) said they are currently taking classes.
- 29.5% (59) said they have taken classes in the past.
- 51% (102) said they have not taken classes but are thinking of doing so.

To put this another way, of the 272 respondents overall:

- 36% (98) said they are taking classes now or took them in the past.
- 38% (102) said they are thinking of taking a class.
- 26% (74) said they have no interest in taking a class.

Educational Goal

Of the 200 respondents who said they are interested in taking classes:

- 38% said they were seeking specific job skills.
- 30% said they were seeking a community college degree.
- 22% said they were seeking a high school diploma.
- 10% said they were seeking to transfer to a four-year college.

In general:

- Men were more interested in job skills and a community college degree, while women were more interested in a high school diploma.
- Hispanics were more interested in job skills (47%).

Skill Preferences

Of the 200 respondents, 128 expressed a preference for learning particular job skills. Of these, medical worker and office assistant were the most popular, while bookkeeper and Spanish translator were the least popular.

Table 1.1

Top Job Skill Classes		Bottom Job Skill Classes	
Category	Percent Yes	Category	Percent Yes
Medical Worker	47%	Bookkeeper	16%
Office Assistant	40%	Spanish Translator	16%
Manager	38%	Child Care Worker	17%

- Men preferred job skills as small business owners and police officers, while women preferred job skills as office assistants, child care providers and teachers.
- The youngest age group (18-19 years old) preferred small business owner and police officer skills, although this group consisted of a small number of respondents.

Location of Classes

The survey asked two questions about the location of classes:

- Where would you prefer to take classes?
- Would you be more or less likely to take classes offered in Fillmore?

We weighted the answers to reflect the real populations of Santa Paula, Fillmore, and Piru.

Where Would You Prefer to Take Classes?

Overall, 42% of the respondents said they would prefer to take classes in Santa Paula, while 32% said Fillmore and 19% said the Ventura campus. When weighted, this translated to a 55% preference for Santa Paula.

Generally, we found that Santa Paula residents were more averse to taking classes in Fillmore than vice-versa.

More or Less Likely to Take Classes in Fillmore?

Overall, 59% of the respondents said they would be more likely to take classes in Fillmore. When weighted, this figure dropped to 44%.

Generally, we found Fillmore and Piru residents were more likely to take classes in Fillmore, while Santa Paula residents were evenly split, 39% said they were more likely, 39% said less likely, and 22% said it didn't matter.

Needed Services

The survey asked respondents about two different types of services that might assist them in taking classes.

Child Care

Respondents were asked whether they would be more likely to take a class if child care were provided. There was a large gender gap in the responses:

- 62% of women said they would be more likely to take a class if child care were available.
- Only 33% of men said child care would help.

Bus or Shuttle Service

59% of respondents said they would be more likely to take a class if bus or shuttle service to the class location were made available. This was somewhat surprising since 71% of respondents said they have access to a car.

Interest in bus or shuttle service was much higher in Santa Paula and Piru (more than 60%) as compared to Fillmore (only about 52%).

Alternative Scheduling

The survey asked respondents about two different types of alternative schedules.

Compressed Class Schedule

66% of respondents said they would be more likely to take a class if it were offered every day for a few weeks rather than on a traditional schedule. This figure held with minor variation across all race, gender, geography and age groups.

Saturday Classes

62% of respondents said they would be more likely to take a class if it were offered on Saturdays instead of on a traditional schedule. This figure also held with minor variation across all subgroups

Conclusions

Based on the survey results, we have reached the following conclusions:

- There is a considerable untapped market for students in the Santa Clara Valley. Almost 40% of our respondents said they are thinking of taking a class but have never done so.
- Access to cars and computers appears to be less of an impediment to taking classes than expected.
- Job skill training would be a popular offering, though the preferred job skills for men and women differ.
- Child care appears to be a significant impediment for women. More than 60% of female respondents said child care would help.
- Alternative schedules would be popular. Almost two-thirds of respondents said they would be more likely to take a class on a compressed schedule or on Saturdays.
- Weighted for geographical balance, respondents prefer Santa Paula for a class location and are not more likely to take a class in Fillmore. However, Santa Paula residents were split. 60% of Santa Paula respondents said they would take a class in Fillmore or don't care where it is offered.

APPENDIX 4

Labor Market Trends

The unemployment rates for California (5.2% June, 2007) and Ventura County (4.7% June, 2007) continue to be low. The unemployment rates are higher for Fillmore, Piru (7.7%), and Santa Paula (7.3%), based upon May (preliminary) data for 2007.

California

New jobs resulting from industry growth in the state of California are largely in areas that demand higher level skills. Although a high school diploma alone will not be sufficient for students seeking the best jobs and more occupations will require some kind of postsecondary educational training, there are still many jobs which will require only a secondary education with some type of short on-the-job training.

Largest Growth. According to the California Postsecondary Education Commission, over half of the state's job growth will occur in the largest growing occupations. The following are the occupations with the largest projected growth from 2004-2014 which do not require a four-year degree.

Labor Market Largest Growth

Occupational Title	# Change of New Jobs	Percent Change	Median Hourly Wage	Education and Training Levels
Retail Salespersons	115,700	24.4%	\$ 9.94	30 day OJT
Registered Nurses	60,900	26.4%	\$33.85	AA Degree
Customer Service Rep	52,700	26.4%	\$15.17	1-2 mo. OJT
Laborers and Freight, Stock and Material Movers	50,900	18.0%	\$ 9.71	30 day OJT
Janitor and Cleaners, Except Maids and Housekeeping Cleaners	49,700	21.6%	\$10.02	30 day OJT
Office Clerk, General	43,000	10.4%	\$12.21	30 day OJT
Food prep/Serving Workers-incl. fast food	41,700	20.3%	\$8.20	30 day OJT

Many studies have identified a shortage of allied health workers in California. Although the demand is increasing due to the aging population, the supply of health care workers is not likely to meet the demands of the future. The recent study by Campaign for College Opportunity reports:

Stakeholders across the state overwhelmingly cited limited educational capacity in allied health educational programs as the greatest factor restricting workforce supply. Inefficiencies in the educational system, high attrition rates in training and education programs, and limited student supports were also cited as major forces restricting supply growth. (November, 2007).

The shortages identified in this study range from 10 percent to 85 percent. The positions are listed below in ranked order of those facing critical shortages in ascending order:

Rank	Health Profession
1	Imaging (radiologic Technician, MRI Technician, Ultrasound, etc.)
2	Registered Nurses
3	Pharmacists
4	Respiratory Therapists
5	Physical Therapists
6	Clinical Laboratory Scientists
7	Occupatiuonal Therapists
8	Speech Pathologists
9	Behavioral Health (including Social Wokers and Mental Health Professionals
10	Pharmacy Technician

Ventura County

Fastest Growth. According to the *Labor Market Index*, occupations with the fastest job growth (% change) in Ventura County are related to **health care** (Home Health Aides; Physician Assistants; Personal and Home Care Aides; Medical Assistants; Nursing, Psychiatric, and Home Health Aides), **computer technology** (Network Systems and Data Communications Analysts; Computer Software Engineers, Applications;) **hazardous materials removal workers, and postsecondary instructors** in business and mathematics.

Labor Market Fastest Growth in Ventura County.

Occupation	Estimated Year	Employment Estimate	Employment Projected	Change Number	Change %
Home Health Aides	Projected year 2004 - 2014	1,120	1,740	620	55.4
Network Systems and Data Communications Analysts	2004 - 2014	510	760	250	49.0
Business Teachers, Postsecondary	2004 - 2014	50	70	20	40.0
Physician Assistants	2004 - 2014	50	70	20	40.0
Personal and Home Care Aides	2004 - 2014	770	1,070	300	39.0
Hazardous Materials Removal Workers	2004 - 2014	130	180	50	38.5
Computer Software Engineers, Applications	2004 - 2014	1,170	1,600	430	36.8
Medical Assistants	2004 - 2014	1,640	2,230	590	36.0
Nursing, Psychiatric, and Home Health Aides	2004 - 2014	2,650	3,560	910	34.3
Mathematical Science Teachers, Postsecondary	2004 - 2014	120	160	40	33.3

East Campus Region

The **largest number of existing jobs** in the East Campus region (approximately 12,500) is in the agricultural sector; these tend to be low or unskilled occupations that do not require specific educational programs. The following sectors represent the largest number of jobs in this area:

- Agriculture 12,349
- Government 1,768
- Construction 1,578
- Retail trade 1,425
- Manufacturing 1,323
- Accommodation and food services 959

(Source: Report State of the Economy)

Largest Growth.

The occupations with the **projected largest number of employees** between 2006 and 2012 are:

- Office and administrative support personnel 4,716
- Farming, fishing, and forestry occupations 3,955
- Sales and related occupations 3,067
- Management occupations 2,957
- Transportation and material moving 2,720
- Food preparation and serving related 2,241
- Education, training and library occupations 1,911

The **projected largest growth in occupations** is expected to occur in the following occupations between 2006 and 2012:

- Farming, fishing, and forestry occupations 395
- Sales and related occupations 218
- Food preparation and serving related 202
- Education, training, and library occupations 194
- Installation, maintenance, and repair 102

A specific analysis of the Santa Clara River Valley indicates the occupations with the fastest job growth (% change) are in machine operators, real estate, retail sales and welding. The real estate market, however, has undergone dramatic changes in Ventura County which should be reflected in updated data. (COE – Highest Ranked Occupations Region: East Campus II). The fastest growing occupations in numbers of jobs are related to agriculture.

Fastest Growing Occupations

SOC Code	Description	2006 Jobs	2012 Jobs	Growth	Growth %	2006 Hourly EPW
45-2092	Farmworkers and laborers, crop, nursery, and greenhouse	3,149	3,543	394	13%	\$8.22
41-4012	Sales representatives, wholesale and manufacturing, except technical and scientific products	337	380	42	13%	\$24.60
11-1021	General and operations managers	383	425	42	11%	\$44.68
41-2031	Retail salespersons	221	259	38	17%	\$8.87
49-9042	Maintenance and repair workers, general	259	293	34	13%	\$14.08
37-2011	Janitors and cleaners, except maids and housekeeping cleaners	250	284	34	13%	\$10.24
51-9196	Paper goods machine setters, operators, and tenders	59	92	33	56%	\$18.12
41-9022	Real estate sales agents	113	145	32	29%	\$13.71
41-1011	First-line supervisors/managers of retail sales workers	166	196	30	18%	\$13.97
53-3033	Truck drivers, light or delivery services	358	388	30	8%	\$11.40
43-4171	Receptionists and information clerks	223	253	29	13%	\$11.34
41-9021	Real estate brokers	101	130	29	29%	\$23.25

47-2031	Carpenters	207	233	26	13%	\$18.77
41-2011	Cashiers, except gaming	431	457	26	6%	\$8.38
43-4051	Customer service representatives	143	169	26	18%	\$14.98
43-3031	Bookkeeping, accounting, and auditing clerks	729	751	22	3%	\$14.96
11-9141	Property, real estate, and community association managers	86	107	21	24%	\$13.70
51-4121	Welders, cutters, solderers, and brazers	133	154	21	15%	\$15.51
53-3032	Truck drivers, heavy and tractor-trailer	480	499	19	4%	\$16.10
43-1011	First-line supervisors/managers of office and administrative support workers	225	242	17	7%	\$19.93

Source: Economic Modeling Specialists, Inc. - 7/07

The occupations and sectors with the most employees and the most projected growth are not necessarily those with the highest wages.

The **occupations with the highest wages** (excluding military) which are expected to maintain or grow between 2006 and 2012 are:

- Legal occupations \$38.71
- Management occupations \$33.92
- Architecture and engineering \$32.88
- Computer and mathematical science \$31.79
- Healthcare practitioners and technical \$28.03
- Business and financial operations \$24.95
- Education, training, and library occupations \$21.27
- Construction and extraction operations \$19.36

Scans and Trends Related to East Campus

As reported by Art Sandford, Off-Campus Coordinator, in the recent *Program Review*, development pressures are a constant consideration in the Santa Clara Valley. The unincorporated area of Piru and the cities of Fillmore and Santa Paula are continuing to add new residential units and their populations are growing steadily. The demographics of the region present particular challenges and opportunities. According to the Ventura College 2003 Educational Master Plan:

1. *U.S. census data show that the population of the Santa Paula to Piru corridor (Santa Clara Valley) increased by approximately 14% between 1990 and 2000.*
2. *In 2000, according to the U.S. Census Bureau, 50% of the Santa Clara Valley population was Latino.*
3. *2000 census data also show that approximately 26% of households in Ventura County listed Spanish as the primary language spoken at home.*

4. *According to the 2002 Ventura County Workforce Investment (WIN) Board, 43% of adults in Fillmore and 40% of the adults in Santa Paula have attained less than a high school education.*

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