

VCCCD Master Plan 2013-2019

FINAL DRAFT
District Committee
Accreditation and Planning
(DCAP)
September 16, 2013

The VCCCD six-year Master Plan identifies over-arching goals that serve as the foundation for the Strategic Plans, the Technology Plans, and the Facilities Plans for Moorpark College, Oxnard College, Ventura College, and the District Administrative Center.

Ventura County Community
College District
October 2013

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Introduction

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

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

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

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

Planning Assumptions

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

Our Commitment

Our Mission

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

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

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

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

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

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

Our Vision

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

Our Values

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

Our History

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

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

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

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

Summary of Environmental Scan

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

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

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

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

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

VCCCD 2013-2019 Over-arching Strategic Goals

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

Strategic Goal 1. Increase access and student success

Scope and Rationale: This District-wide goal emphasizes the active role of the District Administrative Services and the Colleges in promoting access to educational opportunities through the use of technology and remaining competitive in the online market and the opportunity for students to achieve success at the Colleges as they move to completion of degrees, certificates, and transfer in a timely fashion. Also of primary importance is the need to work with K-12 partners in addressing the issue of lack of college preparedness. The Student Success Act of 2012 helps to focus the efforts leading to student success and completion. The California Community Colleges Board of Governors has also established the Student Success Scorecard as a performance measurement system to track student success at all 112 California community colleges. The data available in this scorecard tells how well colleges are doing in remedial instruction, job training programs, retention of students and graduation and completion rates.

Strategic Goal 2. Partner more effectively to meet community needs

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

The District Administrative Services and the Colleges support workforce and economic development in Ventura County by: (1) providing training and skill development for both incumbent and new workers for existing jobs and (2) supporting the creation of new jobs by serving as an educational resource to help attract new businesses/employers to the area. We will maintain existing and establish new relationships with private, governmental, and educational agencies and institutions will set the stage for collaboration.

Strategic Goal 3: Promote effective use of organizational resources

Scope and Rationale: This District-wide goal focuses on the District Administrative Center and the Colleges on the importance of maintaining the vitality of their employees and fiscal stability. It also encourages ongoing efforts to find and leverage additional resources.

Next Steps

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

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

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

Appendix 1: VCCCD Six Strategic Goals and Objectives

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

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

Objectives:

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

Goal 2: Increase access and student success.

Objectives:

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

Goal 3: Remain competitive in the online market.

Objectives:

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

Goal 4: Partner more effectively to meet community needs.

Objectives:

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

Goal 5: Maintain organizational vitality.

Objectives:

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

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

Objectives:

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

Appendix 2: Description of the District Planning Process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

External data included:

1. County demographics
2. Socioeconomic trends
3. Unemployment rates
4. Employment by sector
5. K-12 student enrollment and demographics

6. High school test scores
7. High school dropout rates
8. College-going rates

Internal data included:

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

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

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

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