

2024

Planning, Accreditation, and Student Success (PASS)
Committee Report Chapter 4a: Career Education and
Economic and Workforce Development

JULY, 2024
VCCCD INSTITUTIONAL EFFECTIVENESS

Annual Calendar of Data for the PASS Committee, 2023-2024

Chapter 1 (Strategic Goal 1) VCCCD Culture

- a) August: Review and analysis of student surveys
- b) September: Review and analysis of employee surveys
- c) October: Summary of professional development

Chapter 2 (Strategic Goal 2) VCCCD Student Access and Success

- a) November: Transfer-level English and math completion (AB1705/705)
- b) February: Enrollment, Access, Entry, Progress, and Completion

Chapter 3 (Strategic Goal 3) VCCCD Closing Equity Gaps

- a) March: Ethnicity, gender, and age focused equity efforts
- b) May: Foster Youth, LGBTQIA+, and Veteran focused equity efforts

Chapter 4 (Strategic Goal 4) VCCCD Economic and Workforce Development

- a) July: Career Education and Economic and Workforce Development**

July 23, 2024 PASS Committee Report – 4a. Career Education and Workforce and Economic Development

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Executive Summary

The July 2024 PASS Report, Chapter 4a, aligns with VCCCD Strategic Goal #4: *Actively support equitable workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers*. This report includes student data on Career and Technical Education (CTE) Skills-Builders with wage gain and completers, followed by Career Education updates from each college and from VCCCD's Economic and Workforce Development.

- **College-Specific Career Education Updates:** Each college has provided updates on their Career Education programs, partnerships, and student support, highlighted on page 24 (Moorpark College), page 28 (Oxnard College), and page 30 (Ventura College).
- **VCCCD Economic and Workforce Development Updates:** Starting on page 33, EWD provides outlined partnerships and action plans taking a holistic systems approach to meet local business, government, and non-profit's training and development needs using credit, noncredit, and not for credit (contract education) courses.
- **Skills-Builders with Wage Gain:** Students who take CTE classes without completing a certificate or degree or transferring to a four-year college and have an immediate increase in wages.
 - Trends from the 2011-2012 to the 2019-2020 academic year show an overall increase in CTE Skills-Builders with wage gain, for both Perkins economically disadvantaged and not disadvantaged students.
 - Across all three colleges, 40%-41% of Perkins economically disadvantaged CTE Skills-Builders had a wage gain after taking classes in 2019-2020.
 - The gap between Perkins economically disadvantaged and non-disadvantaged students at Ventura College closed for CTE Skills-Builders with wage gains.
 - The percentage of Women CTE Skills-Builders increased at all three colleges from the 2011-2012 to the 2019-2020 academic year
 - Moorpark College: 33% to 41%.
 - Oxnard College: from 33% to 43%.
 - Ventura College: from 33% to 42%.
- **Completers:** An increase in the number of completions is shown at all three colleges between the 2011-2012 and 2019-2020 academic years, the greatest increases are seen at Moorpark College and Ventura College.
 - Perkins economically disadvantaged CTE students comprise a greater proportion of completers at all three colleges, but more so at Oxnard College and Ventura College.
 - At all three colleges, there were consistently more women than men completing CTE certificates and degrees.

Introduction

This July 2024 Institutional Effectiveness Report to the PASS Committee aligns with VCCCD Strategic Goal #4: *Actively support equitable workforce and economic development in Ventura County through partnerships and relevant programs and pathways leading from education to careers.* Career Education curriculum offered at each college, and districtwide and college Career Education FTES are listed at the beginning of the report. This is followed by data from the Cal-PASS Plus LaunchBoard on CTE Skills-Builders with wage gain and completers. Skills-Builders with wage gains are students who take CTE courses and leave the college without completing a certificate or degree, or transferring to a four-year college, and have an immediate increase in wages. The data for Skills-Builders with wage gains and completers are disaggregated by Perkins economically disadvantaged, gender, race/ethnicity, and by academic year from 2011-2012 to 2019-2020 (all years available through LaunchBoard). Following these data are Career Education updates from each college and from VCCCD’s Economic and Workforce Development.

Career Education Curriculum, by College

The following pages (2-6) present the Career Education curriculum offered at Moorpark College, Oxnard College, and Ventura College. These may include courses, Noncredit Certificates of Completion, Proficiency Awards, Certificates of Achievement, Associate Degrees, and/or Associate Degrees for Transfer.

Moorpark College.

Table 1. **Moorpark College** Career Education Curriculum

Moorpark College Career Education Curriculum	
Biotechnology	Biomedical Device Manufacturing
	Biotechnology – Manufacturing Operator
Business Administration	Accounting
	Business Information Systems
	Global Business
	Taxation
Child Development	Associate Teacher
	Child & Adolescent Development
	Early Childhood Education
	Registered Behavior Technician
	Transitional Kindergarten
Communication Studies	Organizational Communication
Computer Network Systems Engineering (CNSE)	Advanced Network Specialist
	Basic Network
	Cisco System Network Associate

	Cybersecurity
	Cybersecurity Penetration Tester
	Technical Support Specialist
	Windows Administration
	Windows Engineering
Computer Science	Computer Programming
	Mobile App Developer (IOS)
	Web Design
	Web Development
Criminal Justice / Administration of Justice	Fundamentals of Law
	Law, Public Policy, and Society
Commercial Dance	Commercial Dance
Data Science	Data Science: Business Administration Emphasis
	Data Science: Computer Science Emphasis
	Data Science: Hospitality Management Emphasis
	Data Science: Mathematical Theory Emphasis
	Data Science: Social Science Emphasis
Design	Animation Basics
	Biotechnology Media Design
	Digital Effects
	Digital Film/Video Production Basics
	Graphic Design
	Media Arts
	UI/UX Design Basics
	Web Design Basics
Education	Elementary Teacher Education
Emergency Medical Technician	
Engineering	Computer Aided Design and Drafting: Solid Works
	Mechatronics Engineering Technology
Exotic Animal Training Management (EATM)	
Film Television Media Arts (FTMA)	FTMA: Audio
	FTMA: Directing
	FTMA: Editing
	FTMA: Film
Game Design	
Graphic Design	Digital Fabrication
	Design Fundamentals
Hospitality Management	
Journalism	Digital Journalism
Kinesiology	Exercise Science
	Exercise Science: Fitness Specialist
MakerSpace	Laser Cutting & Engraving Level I
	Screen Printing for Textiles Level I
	Vinyl Cutting & Printing Level I
Music	Music Technology
Nursing Science	
Nutrition Science	Nutrition and Dietetics
Photography	Commercial Photography
	Studio Lighting
Pre-Allied Health	
Radiologic Technology	Nuclear Medicine

SolarTech	
Theatre Arts	Acting
	Audio
	Costumes
	Directing
	Lighting
	Make-Up
	Performing Arts Management
	Playwriting
Technical Theatre	

Oxnard College.

Table 2. **Oxnard College** Career Education Curriculum

Oxnard College Career Education Curriculum	
Addictive Disorders Studies	Addictive Disorders Studies in the Criminal Justice System
	Advanced Skills for Addiction Treatment Counselors
	Community Behavior Health Worker
Air Conditioning & Refrigeration	Airside Systems
	Electrical Systems for HVAC/R
	Energy Auditing
	Heating and Hydronics
	Mechanical Systems for HVAC/R
Automotive Body and Fender Repair	Auto Body/Collision Repair
	Auto Body Painting and Refinishing
	Automotive Graphics
	Estimating Auto Body Damage & Advanced Repair
Automotive Technology	Air Conditioning Service
	Brake Systems
	Emissions Systems
	Engine Performance
	Service Advising
	Steering and Suspension
	Transmission and Driveline Systems
Business	Accounting
	QuickBooks
	Accounting for Entrepreneurs
	Business Administration 2.0
	Business of Cannabis
	Business Management
Marketing for Entrepreneurs	
Computer Applications and Office Technologies	Business Information Worker Quick Start
Computer Information Systems	
Computer Networking / Information Technology	Administering Microsoft Windows
	CISCO Networking
	Wireless Networking
	Cybersecurity

Culinary Arts and Restaurant Management	Culinary Arts
	Baking and Patisserie
	Lead Cook
	Restaurant Management
	Hospitality Management
Dental Assisting	
Dental Hygiene	
Early Childhood Education	Early Childhood Studies
	Early Childhood Studies Associate Teacher
	Child and Adolescent Development
Education	Elementary Teacher Education
Emergency Medical Responder	Emergency Medical Technology
	Emergency Medical Technician – Refresher
	Emergency Medical Technician
Film, Television, and Electronic Media	Film, Television, and Electronic Media Production
Fire Technology	Fire Company Officer
	Firefighter I/II Academy
Lifeguarding Academy	
Paralegal Studies	Legal Secretary
Wildland Fire Academy	

Ventura College.

Table 3. **Ventura College** Career Education Curriculum

Ventura College Career Education Curriculum	
Advanced Manufacturing	Advanced Manufacturing
	CNC Machinist
	Biomedical Device Manufacturing (Shared w/ MC)
	CNC Machine Operator
Agriculture	Agriculture Business
	Agriculture Food Safety
	Agriculture Plant Science
	Agriculture Pest Control Advisor Preparation
	Veterinary Assistant
	Veterinary Technology
Applied Industrial Technology	Heavy Equipment and Industrial Systems Operations and Maintenance
	Industrial Technology and Fabrication
Architecture	Architectural Science
	Architectural Design
	Architectural Technology
Automotive	Automotive Career Education
	Automotive Maintenance Technician
	Automotive Service Technician
	Automotive Repair Technician
	Automotive Performance Technician
	Automotive Expert Technician

Business	Accounting
	Bookkeeping
	Business Administration
	Business Management
	Medical Assistant – Administrative
	Medical Assistant – Multi-Skilled
	Medical Insurance Billing
	Business Office Skills
	Social Media Marketing
	Supervision
Child Development	Early Childhood Education
	Associate Teacher
Construction Technology	Building Inspection
	Construction Management
	Electrician Trainee
Criminal Justice	Administration of Justice
Diesel Mechanics	Diesel Engine Repair
	Medium and Heavy Duty Vehicle Repair
Drafting	Drafting Technology
	Industrial Design/Manufacturing
Education	Elementary Teacher Education
Emergency Medical Services	
Health Sciences	Certified Nurse Assistant
	Home Health Aide
Human Services	Social Services Affiliate
	Social Welfare Specialist
Nursing Science	Nursing
Paramedic	Emergency Medical Services: Paramedic Studies
Police Science	Basic Law Enforcement Academy
Water Science	Water Science, Wastewater
	Water Science, Water
Welding Technology	

Career Education FTES

The following tables and figures show the Career Education FTES districtwide and for each college and their proportion of the District and colleges' total FTES. These data are from the California Community College Chancellor's Office Data Mart, which calculates FTES based upon all courses reported to the Chancellor's Office Management Information Systems (MIS) and are aggregated by academic year (Summer, Fall, Spring). This differs from the Chancellor's Office Fiscal reporting of FTES, which is calculated based upon course attendance accounting methods (CCFS-320 Report) and aggregated by fiscal year.

Table 4. VCCCD Career Education FTES

Academic Year	VCCCD Total FTES	VCCCD Career Education	
		Total FTES	% of College Total FTES
2018-2019	26,972	5,959	22%
2019-2020	27,124	6,055	22%
2020-2021	26,232	5,667	22%
2021-2022	25,317	5,639	22%
2022-2023	24,026	5,603	23%

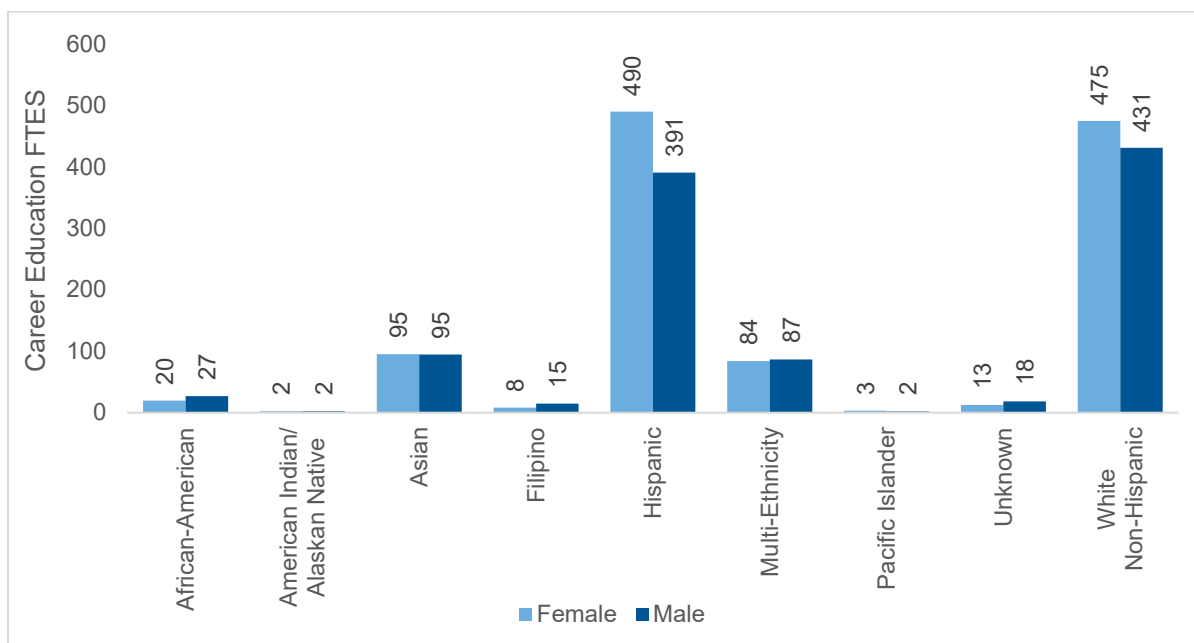
Source: CCCC Data Mart, FTES rounded up to nearest whole number

Table 5. Career Education FTES, by College

Academic Year	Moorpark College Total FTES	Moorpark College Career Education		Oxnard College Total FTES	Oxnard College Career Education		Ventura College Total FTES	Ventura College Career Education	
		Total FTES	% of College Total FTES		Total FTES	% of College Total FTES		Total FTES	% of College Total FTES
2018-2019	11,834	2,437	21%	5,244	1,267	24%	9,894	2,254	23%
2019-2020	11,875	2,507	21%	5,398	1,270	24%	9,851	2,278	23%
2020-2021	11,761	2,359	20%	5,178	1,220	24%	9,294	2,087	22%
2021-2022	10,822	2,319	21%	4,719	1,166	25%	9,776	2,155	22%
2022-2023	10,584	2,312	22%	4,655	1,199	26%	8,786	2,092	24%

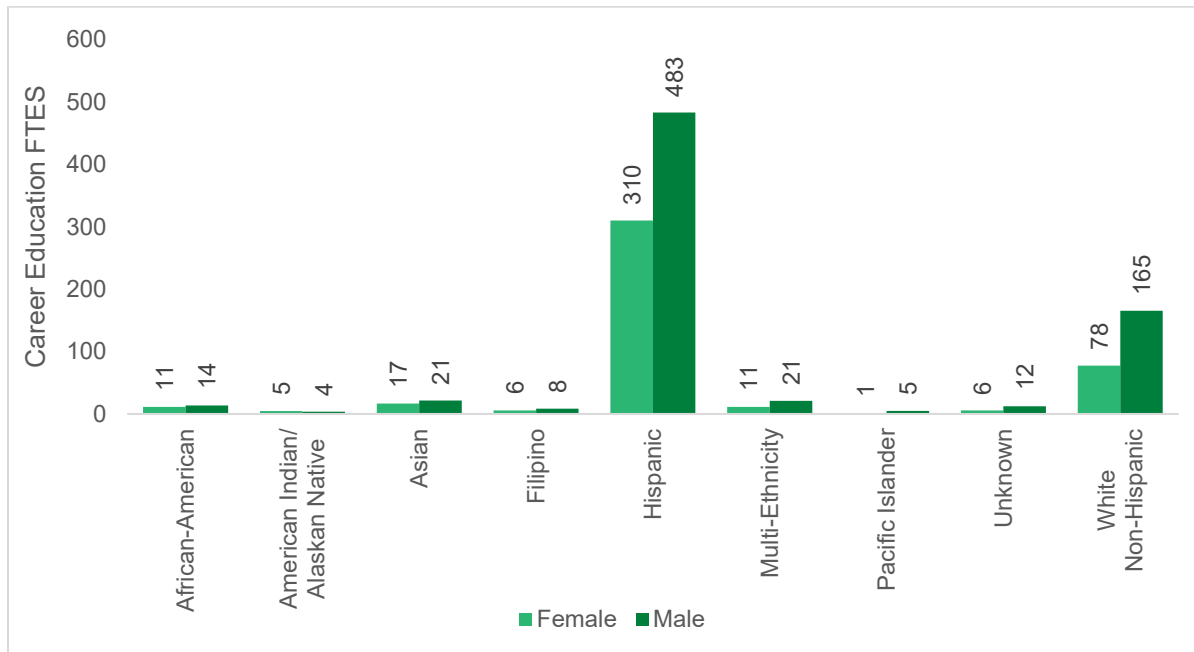
Source: CCCC Data Mart, FTES rounded up to nearest whole number

Figure 1. Moorpark College Career Education 2022-2023 Academic Year FTES, by Race/Ethnicity and Gender



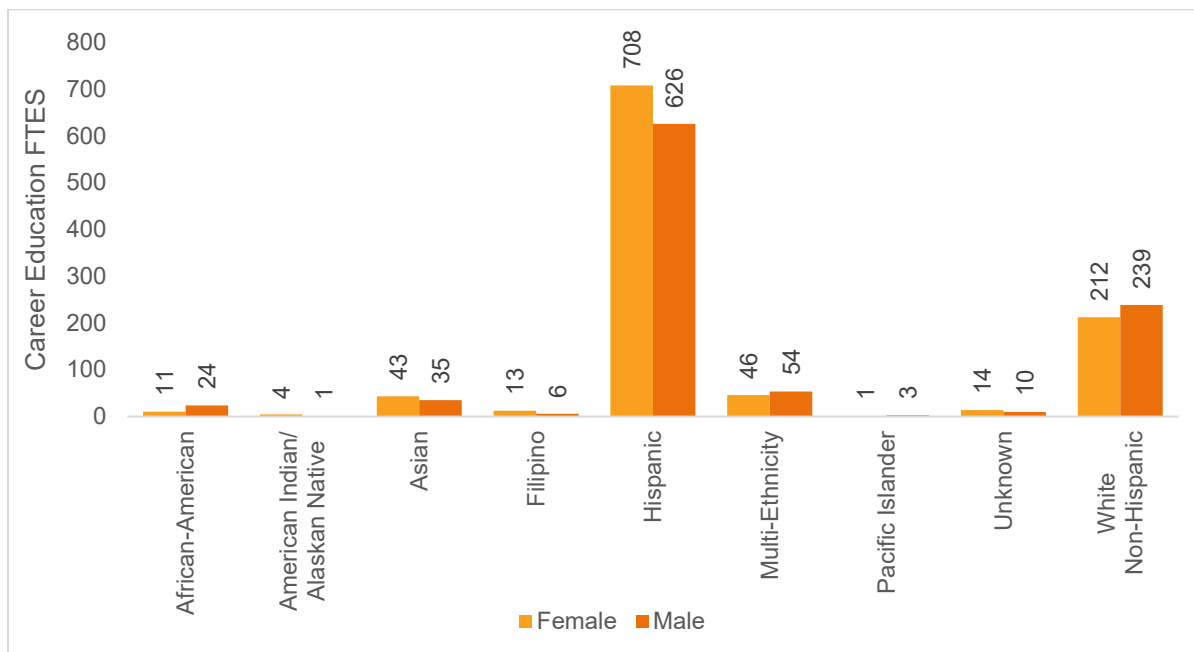
Source: CCCC Data Mart, FTES rounded up to nearest whole number. Non-binary and unknown gender are not included due to insufficient data when disaggregated by race/ethnicity.

Figure 2. **Oxnard College** Career Education 2022-2023 Academic Year FTES, by Race/Ethnicity and Gender



Source: CCCC Data Mart, FTES rounded up to nearest whole number. Non-binary and unknown gender are not included due to insufficient data when disaggregated by race/ethnicity.

Figure 3. **Ventura College** Career Education 2022-2023 Academic Year FTES, by Race/Ethnicity and Gender



Source: CCCC Data Mart, FTES rounded up to nearest whole number. Non-binary and unknown gender are not included due to insufficient data when disaggregated by race/ethnicity.

Data Analysis: Skills-Builders with Wage Gain & Completions

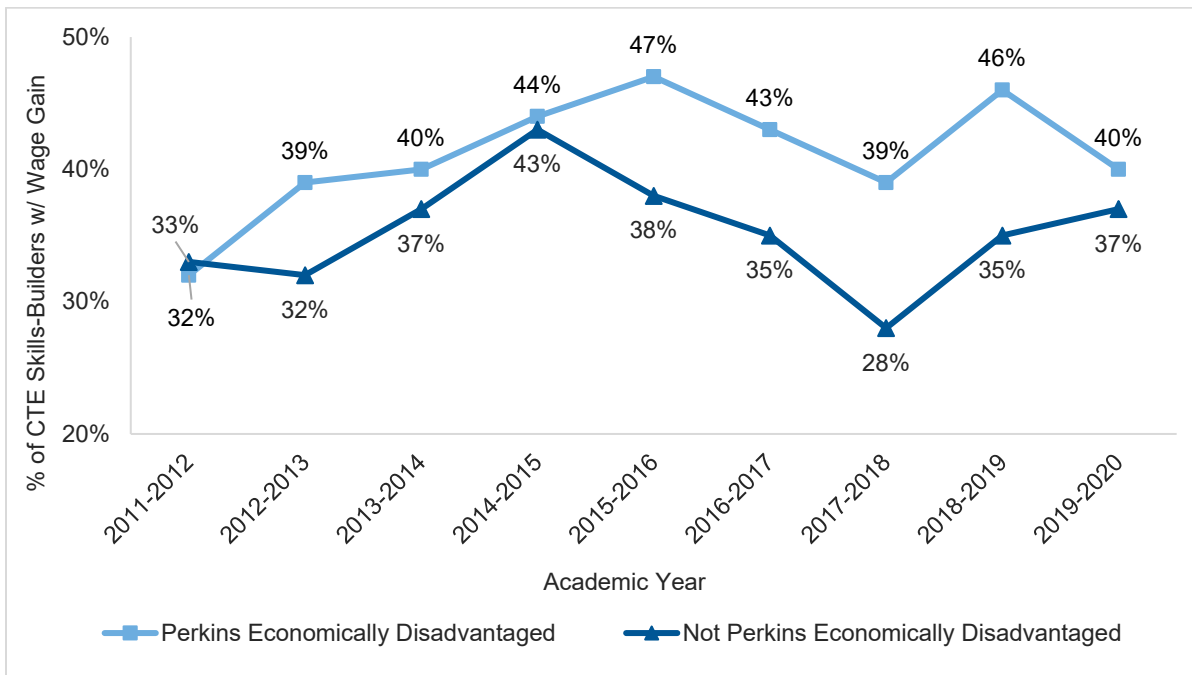
Skills-Builders with Wage Gain:

Skills-Builders are students who enroll in community colleges and take classes to increase their career and technical education skills but stop before completing a certificate or degree and do not transfer to a four-year institution. This section shows VCCCD's Career and Technical Education (CTE) Skills-Builders who had an increase in their wages immediately after exiting college. For the technical definition of CTE Skills-Builders from the California Community Colleges LaunchBoard, [click here](#). The following figures and tables (Figures 4-12 and Tables 6-14) show CTE Skills-Builders with wage gain from the 2011-2012 academic year to the 2019-2020 academic year (most current data available), disaggregated by students identified as Perkins economically disadvantaged, gender, and race/ethnicity.

Moorpark College.

Perkins Economically Disadvantaged. At Moorpark College, CTE Skills-Builders with wage gain have increased overall comparing 2011-2012 to 2019-2020. Figure 4 shows Perkins economically disadvantaged CTE Skills-Builders with wage gain increased from 32% to 40% during that timeframe. A similar but smaller increase was also shown for students who were not identified as Perkins economically disadvantaged. Table 6 shows all Moorpark College CTE Skills-Builders and the number and percentage of them with an increase in wages, by academic year.

Figure 4. **Moorpark College** CTE Skills-Builders w/ Wage Gain, by **Perkins Economically Disadvantaged** and Academic Year



Source: Cal-PASS Plus LaunchBoard Community College Pipeline

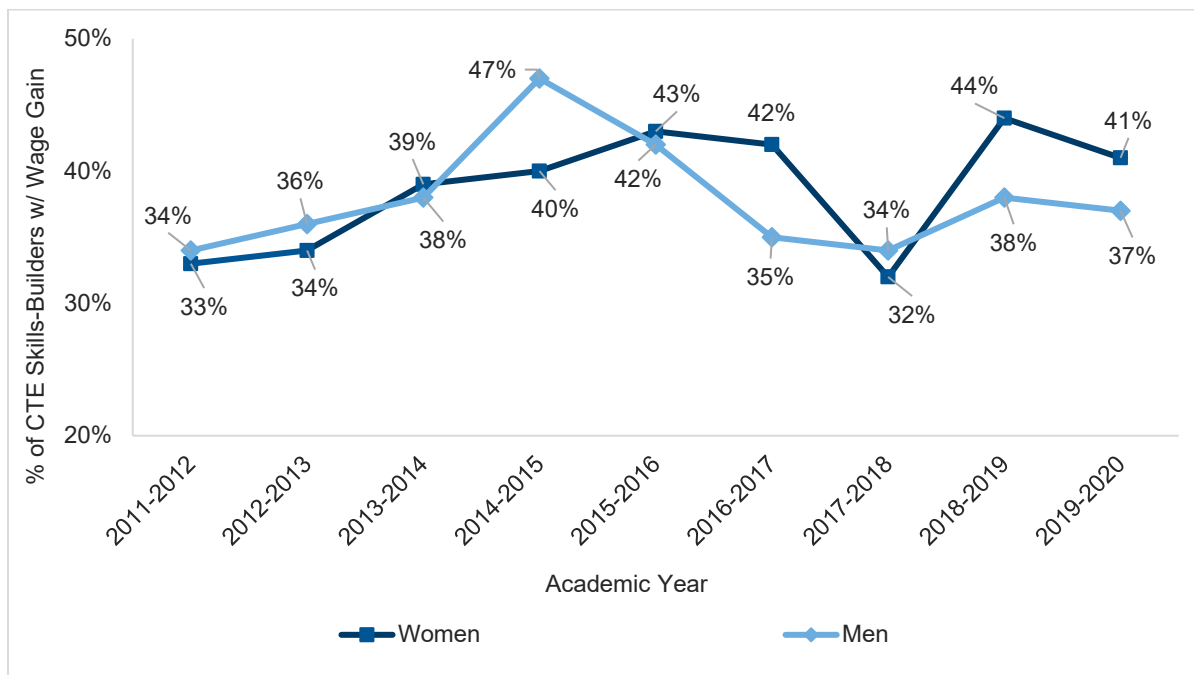
Table 6. **Moorpark College** CTE Skills-Builders w/ Wage Gain, by **Perkins Economically Disadvantaged** and Academic Year

Academic Year	All CTE Skills-Builders w/ Wage Gain		Perkins Economically Disadvantaged CTE Skills-Builders w/ Wage Gain		Not Perkins Economically Disadvantaged CTE Skills-Builders w/ Wage Gain	
	#	%	#	%	#	%
2011-2012	266 / 806	33%	102 / 314	32%	164 / 492	33%
2012-2013	220 / 628	35%	108 / 277	39%	112 / 351	32%
2013-2014	219 / 567	39%	108 / 269	40%	111 / 298	37%
2014-2015	230 / 531	43%	112 / 256	44%	118 / 275	43%
2015-2016	242 / 569	43%	142 / 304	47%	100 / 265	38%
2016-2017	239 / 613	39%	133 / 308	43%	106 / 305	35%
2017-2018	211 / 644	33%	113 / 293	39%	98 / 351	28%
2018-2019	277 / 682	41%	162 / 335	46%	115 / 327	35%
2019-2020	351 / 908	39%	179 / 449	40%	172 / 459	37%

Source: Cal-PASS Plus LaunchBoard Community College Pipeline

Gender and Race/Ethnicity. There was an overall increase in men and women Skills-Builders with wage gains, but in the most recent years available, a greater percentage of women Skills-Builders experienced a wage gain than men (41% of women compared to 37% of men, see Figure 5). Over the last decade more Hispanic Skills-Builders than White Skills-Builders had wage gains, but the most recent year available, 2019-2020, showed similar rates (41% Hispanic and 39% White, see Figure 6). Although data are not available for all years, Table 8 shows that a lower percentage of Asian CTE Skills-Builders and a greater percentage of CTE Skills-Builders with Two or More Races/Ethnicities had increased wages after taking classes.

Figure 5. **Moorpark College** Skills-Builders w/ Wage Gain, by **Gender** and Academic Year



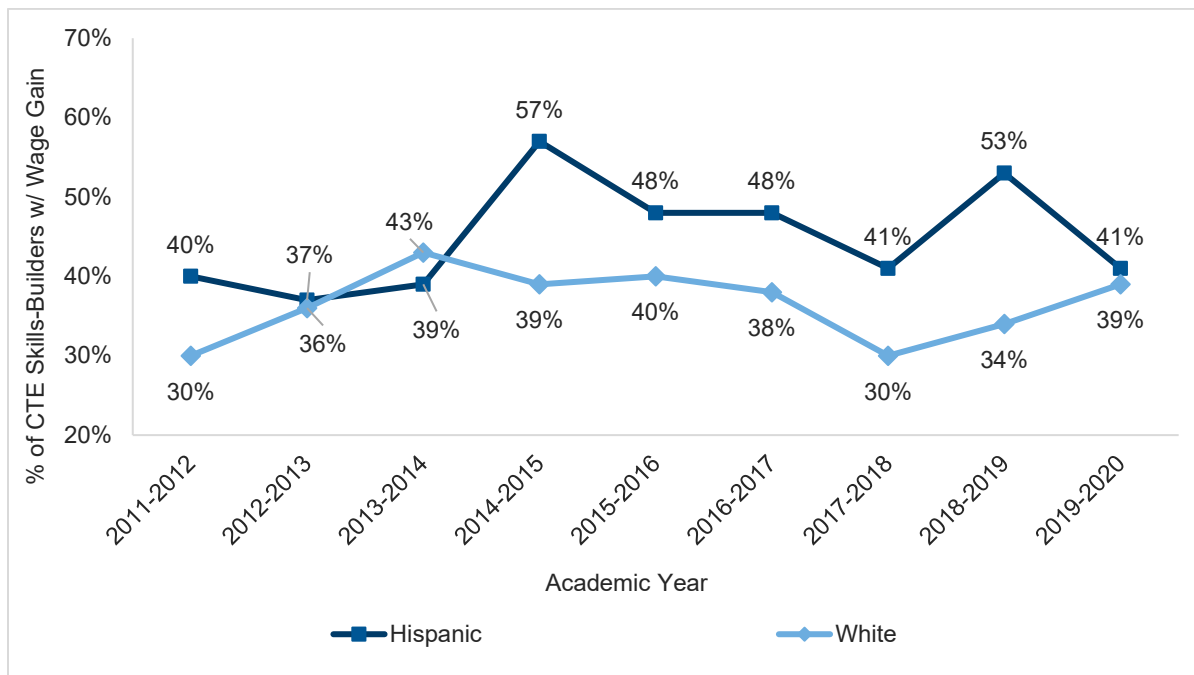
Source: Cal-PASS Plus LaunchBoard Community College Pipeline

Table 7. **Moorpark College Skills-Builders w/ Wage Gain, by Gender and Academic Year**

Academic Year	Women		Men	
	#	%	#	%
2011-2012	160 / 490	33%	106 / 316	34%
2012-2013	108 / 319	34%	112 / 309	36%
2013-2014	122 / 311	39%	95 / 249	38%
2014-2015	104 / 261	40%	125 / 265	47%
2015-2016	127 / 297	43%	115 / 272	42%
2016-2017	141 / 333	42%	96 / 276	35%
2017-2018	104 / 327	32%	105 / 312	34%
2018-2019	168 / 384	44%	107 / 285	38%
2019-2020	183 / 450	41%	165 / 443	37%

Source: Cal-PASS Plus LaunchBoard Community College Pipeline

Figure 6. **Moorpark College Skills-Builders w/ Wage Gain, by Race/Ethnicity and Academic Year**



Source: Cal-PASS Plus LaunchBoard Community College Pipeline

Table 8. Moorpark College Skills-Builders w/ Wage Gain, by Race/Ethnicity and Academic Year

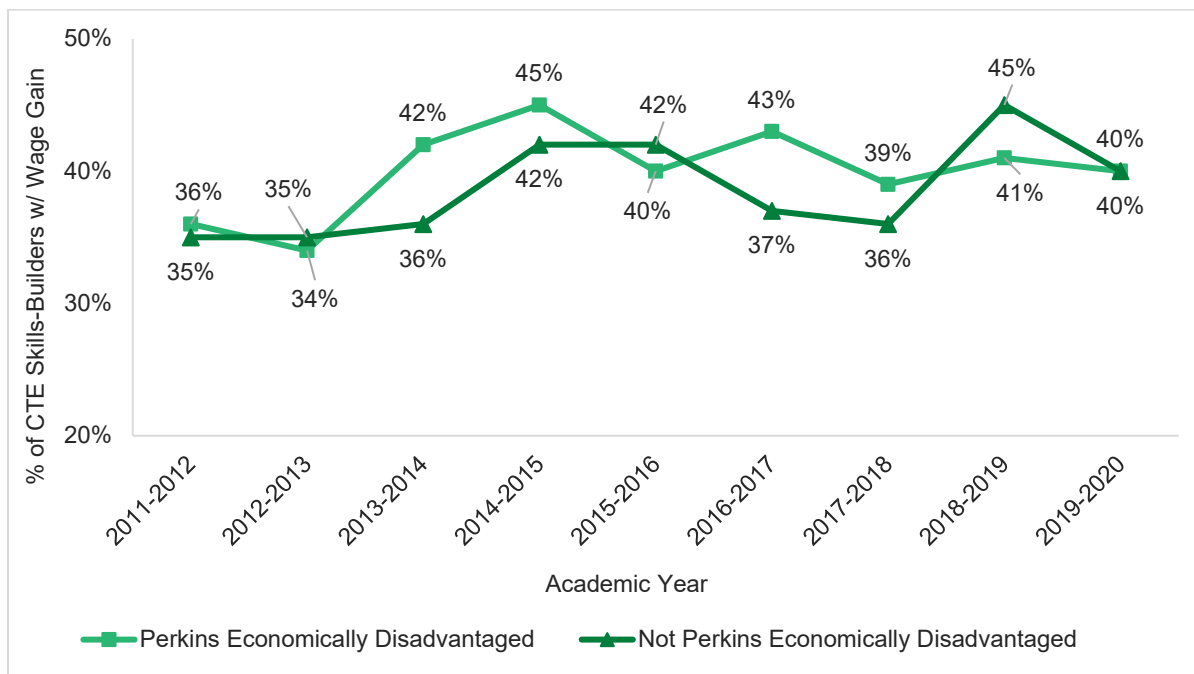
Academic Year	Asian		Filipino		Hispanic		White		Two or More Races/Ethnicities	
	#	%	#	%	#	%	#	%	#	%
2011-2012	18 / 58	31%	*	*	76 / 188	40%	143 / 478	30%	*	*
2012-2013	*	*	*	*	60 / 164	37%	137 / 377	36%	*	*
2013-2014	*	*	*	*	64 / 165	39%	129 / 303	43%	*	*
2014-2015	*	*	10 / 21	48%	82 / 144	57%	107 / 274	39%	*	*
2015-2016	11 / 39	28%	12 / 19	63%	79 / 136	48%	121 / 303	40%	14 / 27	52%
2016-2017	11 / 52	21%	*	*	91 / 189	48%	120 / 312	38%	10 / 25	40%
2017-2018	*	*	*	*	76 / 186	41%	102 / 336	30%	16 / 30	53%
2018-2019	13 / 45	29%	*	*	123 / 234	53%	108 / 315	34%	14 / 30	47%
2019-2020	16 / 56	29%	*	*	136 / 335	41%	143 / 368	39%	18 / 44	41%

Source: Cal-PASS Plus LaunchBoard Community College Pipeline, *insufficient data to report (fewer than 10 students).

Oxnard College.

Perkins Economically Disadvantaged. CTE Skills-Builders with wage gains at Oxnard College fluctuated between 2011-2012 and 2019-2020, but increased overall for all students whether they were economically disadvantaged or not. Perkins economically disadvantaged CTE Skills-Builders with wage gain increased from 36% to 40%, and those not economically disadvantaged, increased from 35% to 40% between the 2011-2012 and 2019-2020 academic years. The following table (Table 9) shows Oxnard College CTE Skills-Builders and the number and percentage of them with an increase in wages, by academic year.

Figure 7. Oxnard College CTE Skills-Builders w/ Wage Gain, by Perkins Economically Disadvantaged and Academic Year



Source: Cal-PASS Plus LaunchBoard Community College Pipeline

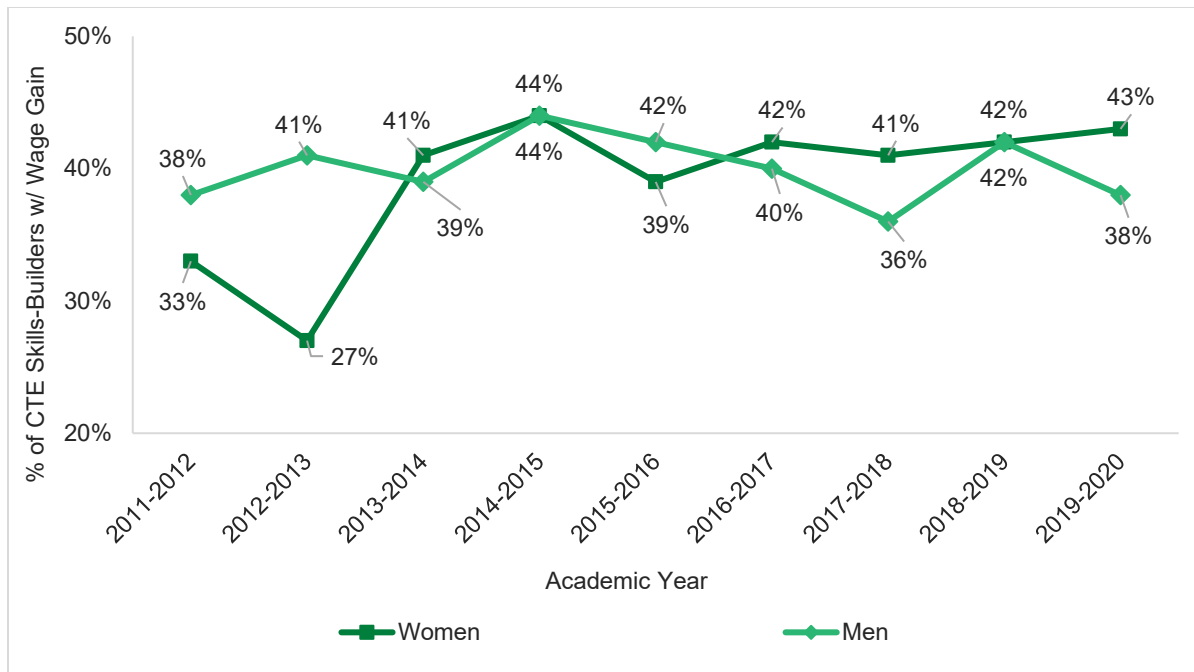
Table 9. **Oxnard College** CTE Skills-Builders w/ Wage Gain, by **Perkins Economically Disadvantaged** and Academic Year

Academic Year	All CTE Skills-Builders w/ Wage Gain		Perkins Economically Disadvantaged CTE Skills-Builders w/ Wage Gain		Not Perkins Economically Disadvantaged CTE Skills-Builders w/ Wage Gain	
	#	%	#	%	#	%
2011-2012	210 / 588	36%	131 / 365	36%	79 / 223	35%
2012-2013	178 / 518	34%	109 / 320	34%	69 / 198	35%
2013-2014	215 / 542	40%	144 / 345	42%	71 / 197	36%
2014-2015	244 / 556	44%	160 / 355	45%	84 / 201	42%
2015-2016	230 / 570	40%	153 / 385	40%	77 / 185	42%
2016-2017	182 / 445	41%	133 / 311	43%	49 / 134	37%
2017-2018	201 / 528	38%	142 / 363	39%	59 / 165	36%
2018-2019	184 / 439	42%	127 / 311	41%	57 / 128	45%
2019-2020	230 / 570	40%	172 / 425	40%	58 / 145	40%

Source: Cal-PASS Plus LaunchBoard Community College Pipeline

Gender and Race/Ethnicity. The trendline in Figure 8 shows an increase in the percentage of women Skills-Builders with wage gains compared to men over time. In the 2012-2013 academic year only 27% of women had increased wages after taking classes compared to 41% of men. By the following academic year and continuing to the most recent academic year available, 2019-2020, the percentage of women with wage gains was the same or higher than men. Hispanic CTE Skills-Builders experienced wage gains at a higher rate than White Skills-Builders overall from 2013-2014 to 2019-2020 (see Figure 9).

Figure 8. **Oxnard College** CTE Skills-Builders w/ Wage Gain, by **Gender** and Academic Year



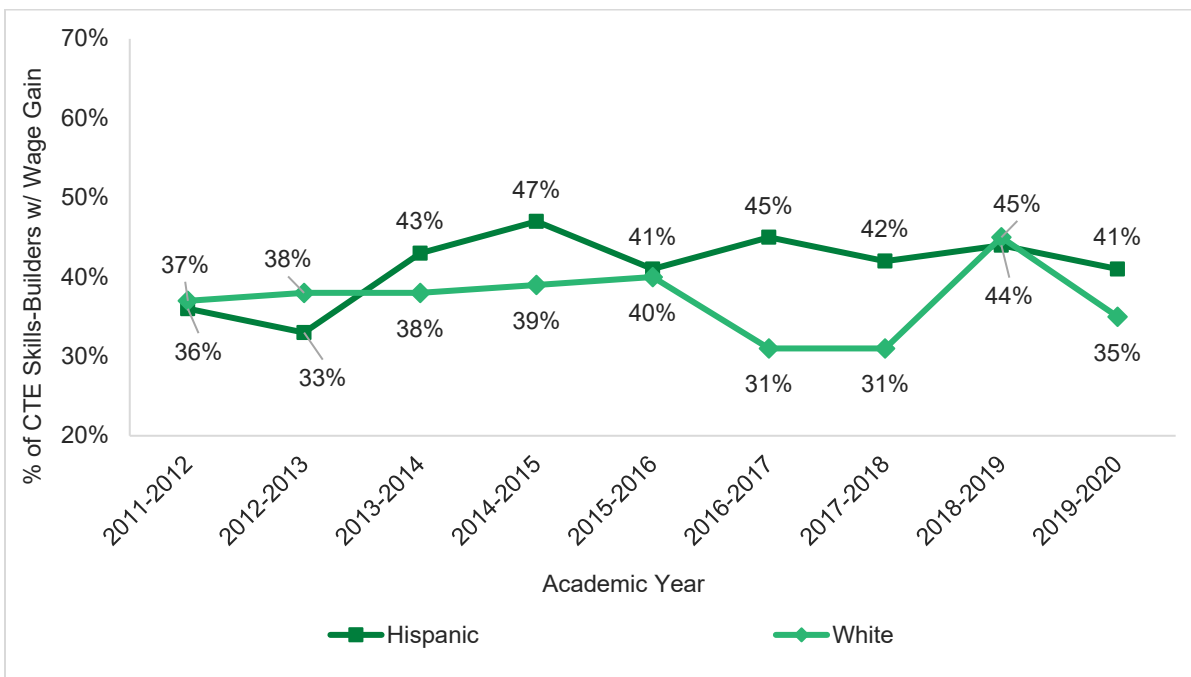
Source: Cal-PASS Plus LaunchBoard Community College Pipeline

Table 10. **Oxnard College** CTE Skills-Builders w/ Wage Gain, by **Gender** and Academic Year

Academic Year	Women		Men	
	#	%	#	%
2011-2012	80 / 246	33%	129 / 340	38%
2012-2013	65 / 239	27%	113 / 278	41%
2013-2014	90 / 222	41%	125 / 319	39%
2014-2015	98 / 223	44%	146 / 331	44%
2015-2016	103 / 266	39%	127 / 304	42%
2016-2017	80 / 190	42%	100 / 253	40%
2017-2018	89 / 217	41%	110 / 308	36%
2018-2019	84 / 198	42%	99 / 237	42%
2019-2020	94 / 219	43%	131 / 343	38%

Source: Cal-PASS Plus LaunchBoard Community College Pipeline

Figure 9. **Oxnard College** CTE Skills-Builders w/ Wage Gain, by **Race/Ethnicity** and Academic Year



Source: Cal-PASS Plus LaunchBoard Community College Pipeline

Table 11. **Oxnard College** CTE Skills-Builders w/ Wage Gain, by **Race/Ethnicity** and Academic Year

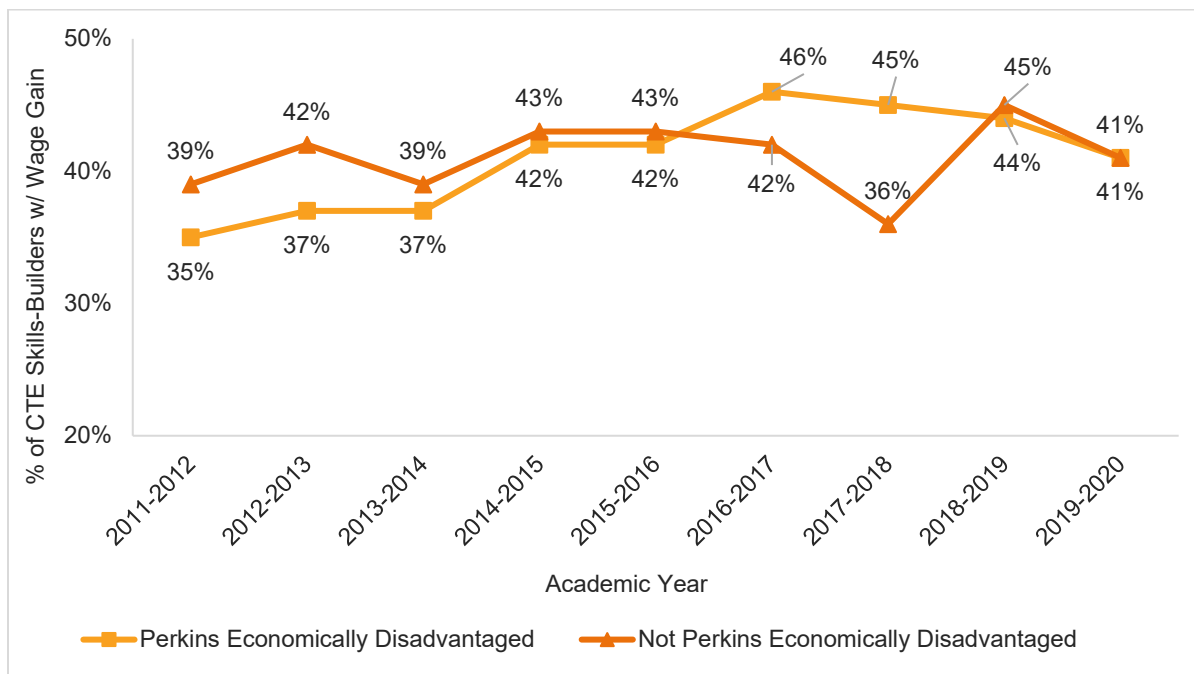
Academic Year	Hispanic		White		Two or More Races/ Ethnicities	
	#	%	#	%	#	%
2011-2012	114 / 313	36%	67 / 182	37%	*	*
2012-2013	89 / 268	33%	62 / 162	38%	*	*
2013-2014	128 / 296	43%	68 / 179	38%	*	*
2014-2015	141 / 297	47%	74 / 189	39%	15 / 25	60%
2015-2016	121 / 294	41%	83 / 205	40%	10 / 21	48%
2016-2017	119 / 265	45%	40 / 130	31%	*	*
2017-2018	122 / 288	42%	55 / 175	31%	*	*
2018-2019	109 / 250	44%	59 / 130	45%	*	*
2019-2020	158 / 384	41%	39 / 110	35%	*	*

Source: Cal-PASS Plus LaunchBoard Community College Pipeline, *insufficient data to report (fewer than 10 students).

Ventura College.

Perkins Economically Disadvantaged. At Ventura College, Perkins economically disadvantaged CTE Skills-Builders with wage gain increased more between 2011-2012 and 2019-2020 academic years than those who were not economically disadvantaged (see Figure 10). Economically disadvantaged CTE Skills-Builders with wage gain increased from 35% to 41% while those not economically disadvantaged increased only from 39% to 41%. This shows a closing in the gap between these two student groups. The following table (Table 12) shows Ventura College CTE Skills-Builders and the number and percentage of them with an increase in wages, by academic year.

Figure 10. **Ventura College** CTE Skills-Builders w/ Wage Gain, by **Perkins Economically Disadvantaged** and Academic Year



Source: Cal-PASS Plus LaunchBoard Community College Pipeline

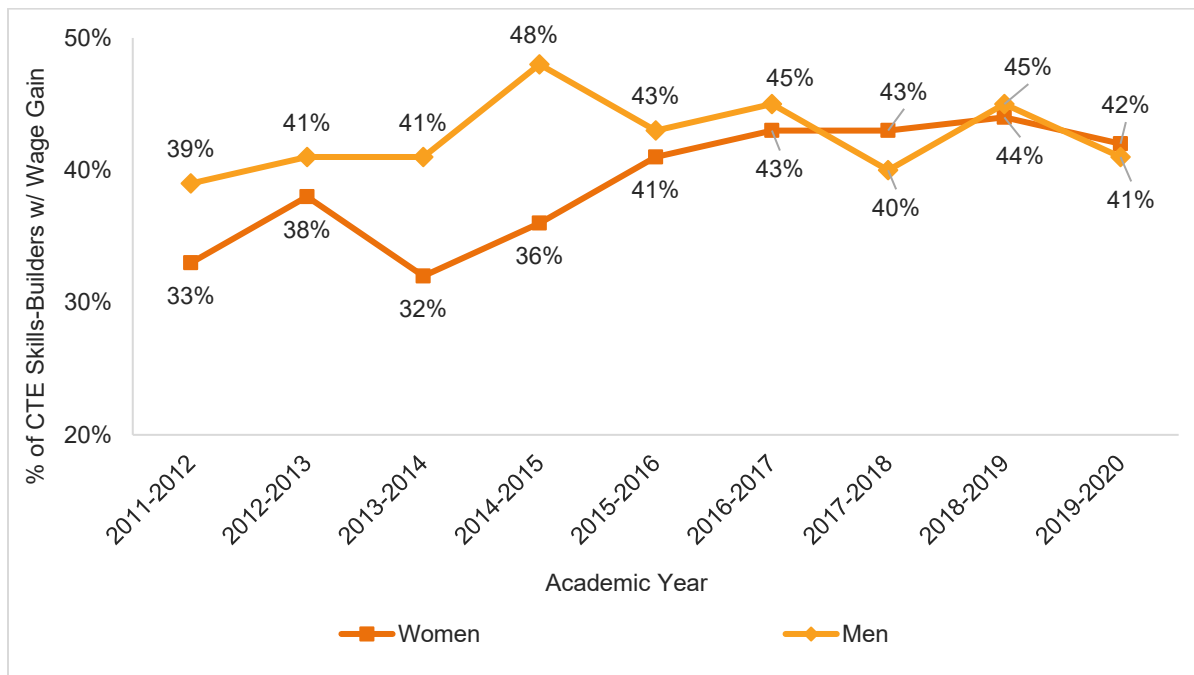
Table 12. **Ventura College** CTE Skills-Builders w/ Wage Gain, by Academic Year

Academic Year	All CTE Skills-Builders w/ Wage Gain		Perkins Economically Disadvantaged CTE Skills-Builders w/ Wage Gain		Not Perkins Economically Disadvantaged CTE Skills-Builders w/ Wage Gain	
	#	%	#	%	#	%
2011-2012	397 / 1039	36%	191 / 552	35%	188 / 487	39%
2012-2013	334 / 848	39%	172 / 461	37%	162 / 387	42%
2013-2014	313 / 834	38%	173 / 473	37%	140 / 361	39%
2014-2015	329 / 780	42%	196 / 468	42%	133 / 312	43%
2015-2016	325 / 773	42%	194 / 466	42%	131 / 307	43%
2016-2017	327 / 739	44%	205 / 450	46%	122 / 289	42%
2017-2018	326 / 785	42%	224 / 501	45%	102 / 284	36%
2018-2019	346 / 775	45%	226 / 510	44%	120 / 265	45%
2019-2020	391 / 951	41%	255 / 620	41%	136 / 331	41%

Source: Cal-PASS Plus LaunchBoard Community College Pipeline

Gender and Race/Ethnicity. Similar to the trend for Perkins economically disadvantaged CTE Skills-Builders with wage gains, the gender gap between men and women at Ventura College closed from the 2011-2012 academic year to 2019-2020 (see Figure 11). The percentage of women earning higher wages after taking classes increased at a higher rate than men to reach parity. As shown in Figure 12, a greater percentage of Hispanic CTE Skills-Builders had wage gains than White CTE Skills-Builders; this was consistent across the entire trendline from 2011-2012 to 2019-2020.

Figure 11. **Ventura College** CTE Skills-Builders w/ Wage Gain, by **Gender** and Academic Year



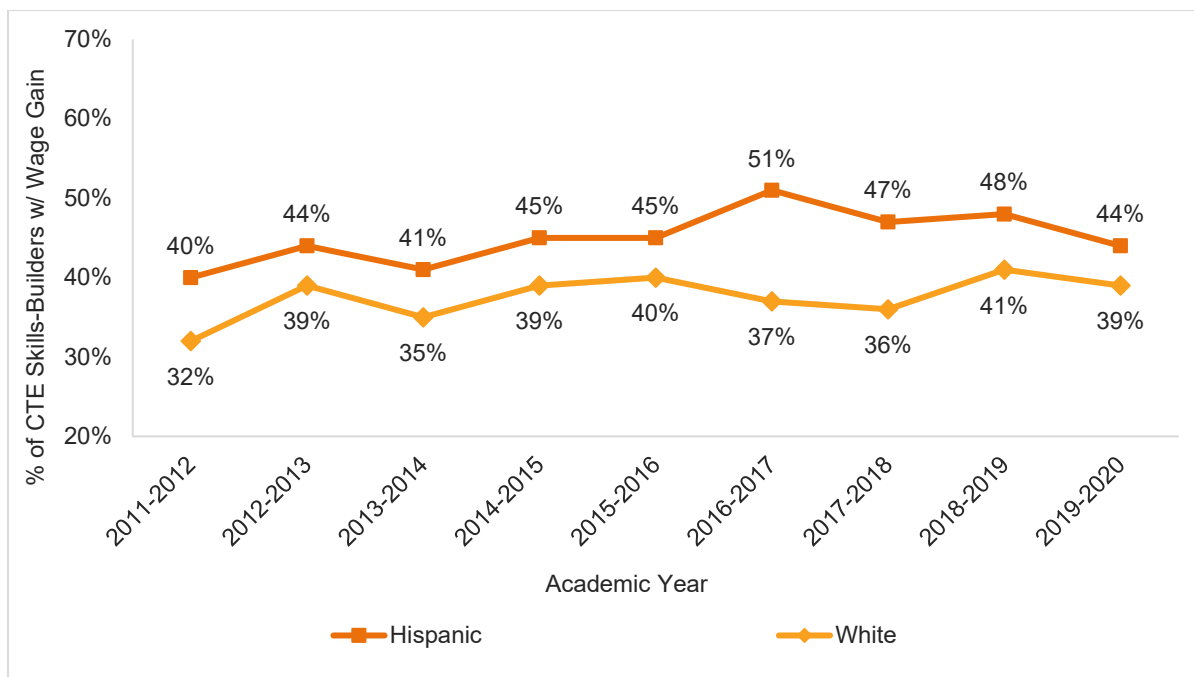
Source: Cal-PASS Plus LaunchBoard Community College Pipeline

Table 13. **Ventura College** CTE Skills-Builders w/ Wage Gain, by **Gender** and Academic Year

Academic Year	Women		Men	
	#	%	#	%
2011-2012	157 / 473	33%	218 / 559	39%
2012-2013	143 / 381	38%	188 / 458	41%
2013-2014	104 / 325	32%	204 / 499	41%
2014-2015	123 / 345	36%	202 / 423	48%
2015-2016	129 / 313	41%	190 / 446	43%
2016-2017	134 / 315	43%	188 / 414	45%
2017-2018	131 / 305	43%	191 / 472	40%
2018-2019	144 / 324	44%	194 / 433	45%
2019-2020	159 / 376	42%	228 / 559	41%

Source: Cal-PASS Plus LaunchBoard Community College Pipeline

Figure 12. **Ventura College** CTE Skills-Builders w/ Wage Gain, by **Race/Ethnicity** and Academic Year



Source: Cal-PASS Plus LaunchBoard Community College Pipeline

Table 14. **Ventura College** CTE Skills-Builders w/ Wage Gain, by **Race/Ethnicity** and Academic Year

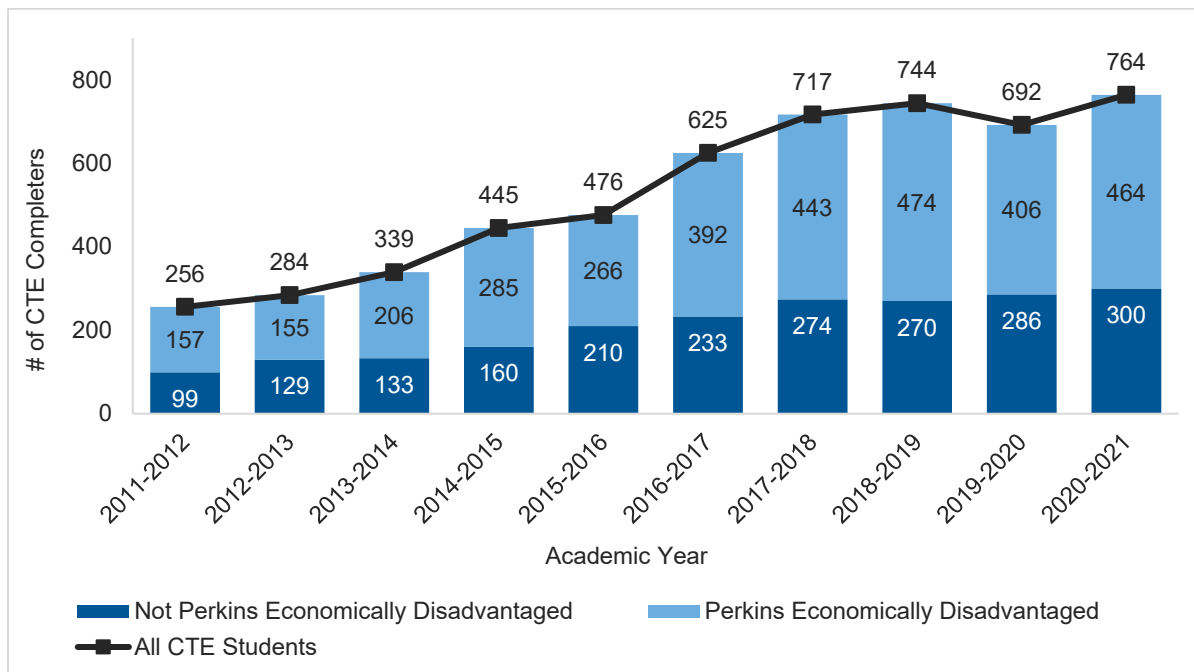
Academic Year	Black/ African American		Filipino		Hispanic		White		Two or More Races/ Ethnicities	
	#	%	#	%	#	%	#	%	#	%
2011-2012	10 / 17	59%	*	*	188 / 471	40%	146 / 456	32%	*	*
2012-2013	*	*	*	*	172 / 393	44%	141 / 366	39%	*	*
2013-2014	*	*	*	*	171 / 420	41%	118 / 342	35%	*	*
2014-2015	*	*	11 / 20	55%	169 / 376	45%	120 / 309	39%	*	*
2015-2016	*	*	*	*	170 / 377	45%	124 / 310	40%	11 / 26	42%
2016-2017	*	*	*	*	193 / 382	51%	91 / 248	37%	*	*
2017-2018	*	*	*	*	197 / 416	47%	100 / 278	36%	*	*
2018-2019	*	*	*	*	194 / 401	48%	113 / 275	41%	13 / 34	38%
2019-2020	*	*	*	*	247 / 558	44%	98 / 254	39%	*	*

Source: Cal-PASS Plus LaunchBoard Community College Pipeline, *insufficient data to report (fewer than 10 students).

Completion

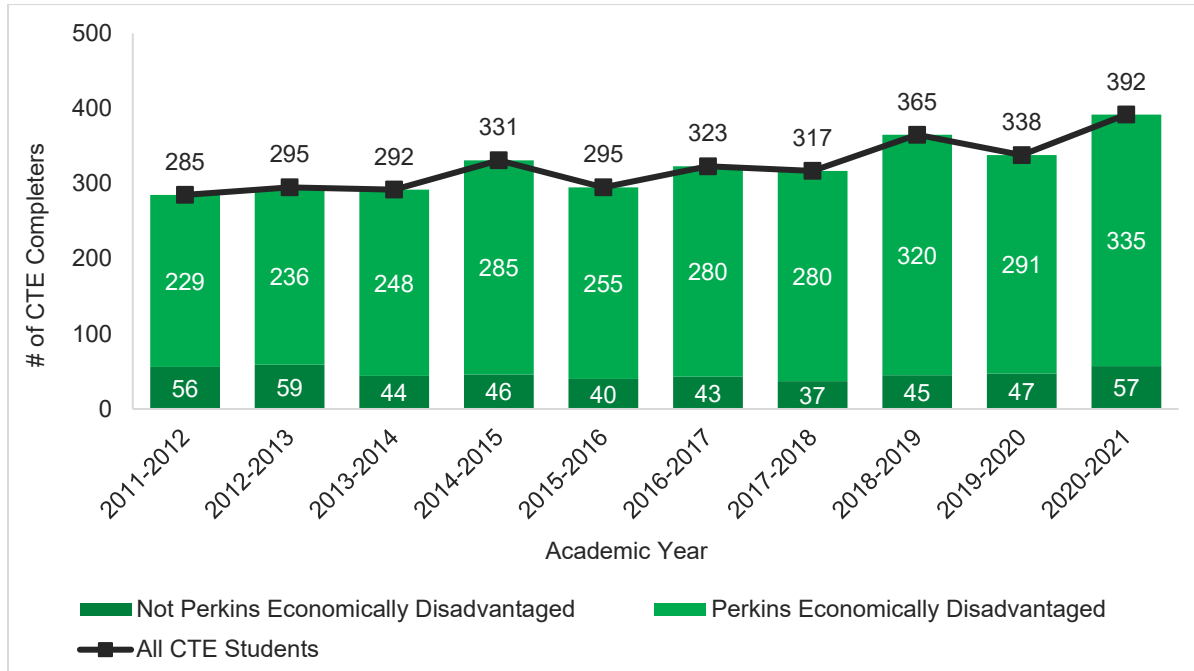
Perkins Economically Disadvantaged. The following figures (Figures 13-21) show the number of CTE students at each college who completed one or more noncredit certificates or Chancellor’s Office approved credit certificates or degrees, disaggregated by Perkins economically disadvantaged, by academic year. An increase in the number of completions is shown at all three colleges between the 2011-2012 and 2019-2020 academic years, the greatest increases seen at Moorpark College and Ventura College (see Figures 13 and 15). Additionally, Perkins economically disadvantaged CTE students comprise a greater proportion of these completers, especially at Oxnard College and Ventura College (see Figures 14 and 15).

Figure 13. **Moorpark College** CTE Completions, by **Perkins Economically Disadvantaged** and Academic Year



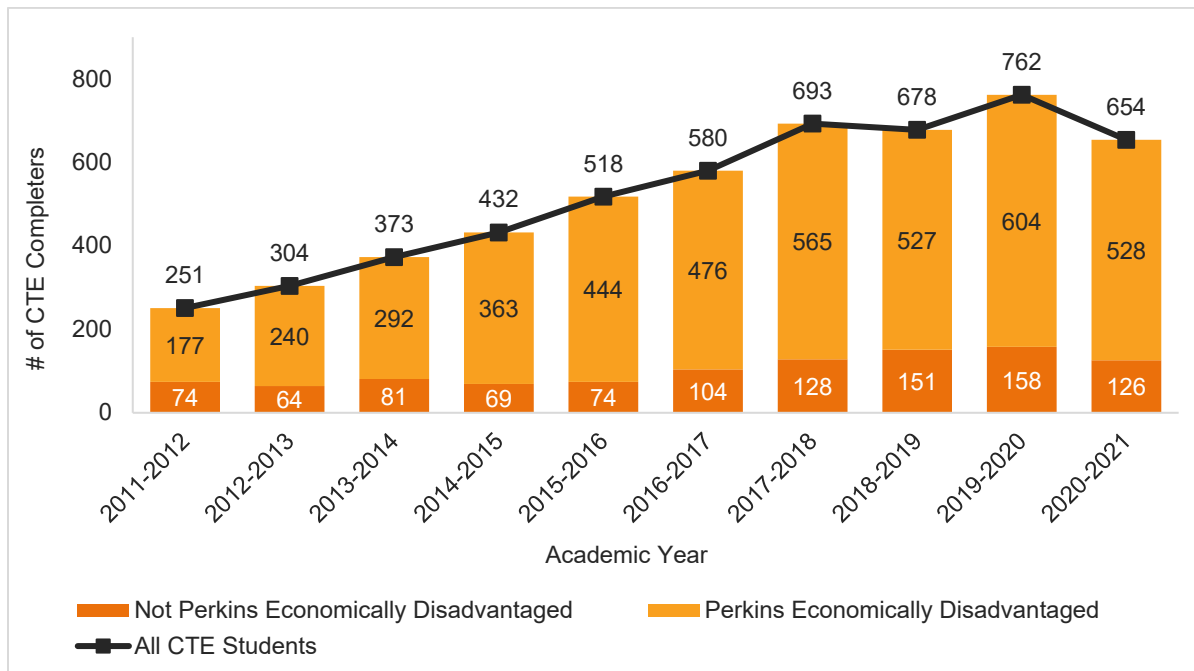
Source: Cal-PASS Plus LaunchBoard Community College Pipeline

Figure 14. **Oxnard College** CTE Completions, by **Perkins Economically Disadvantaged** and Academic Year



Source: Cal-PASS Plus LaunchBoard Community College Pipeline

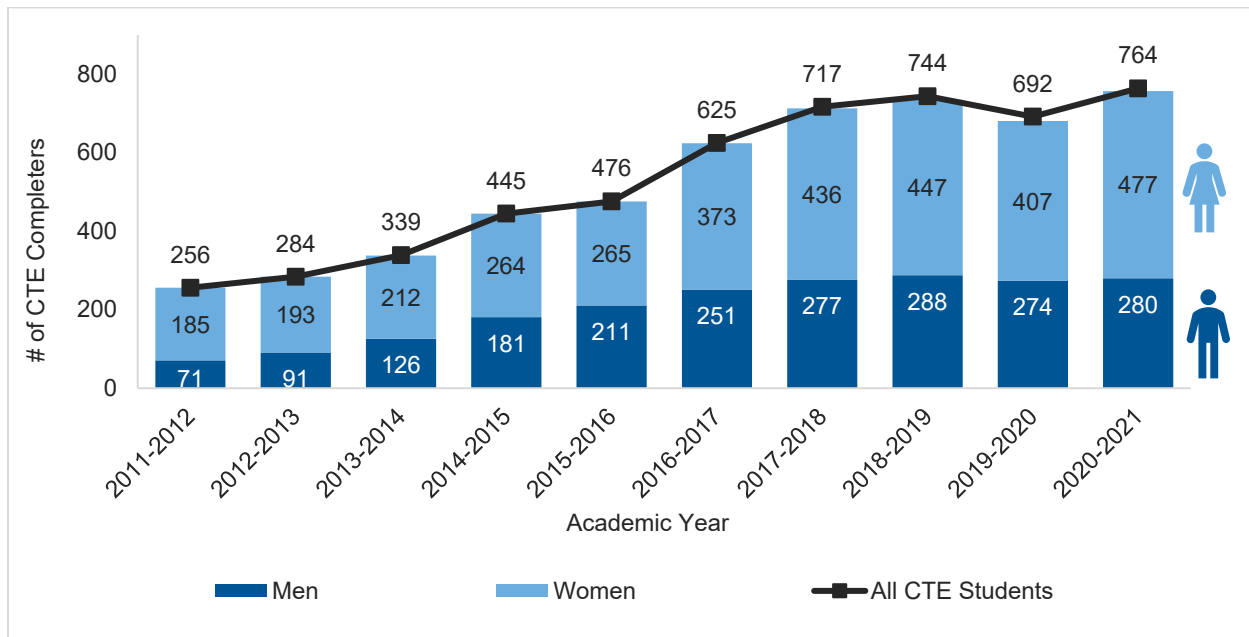
Figure 15. **Ventura College** CTE Completions, by **Perkins Economically Disadvantaged** and Academic Year



Source: Cal-PASS Plus LaunchBoard Community College Pipeline

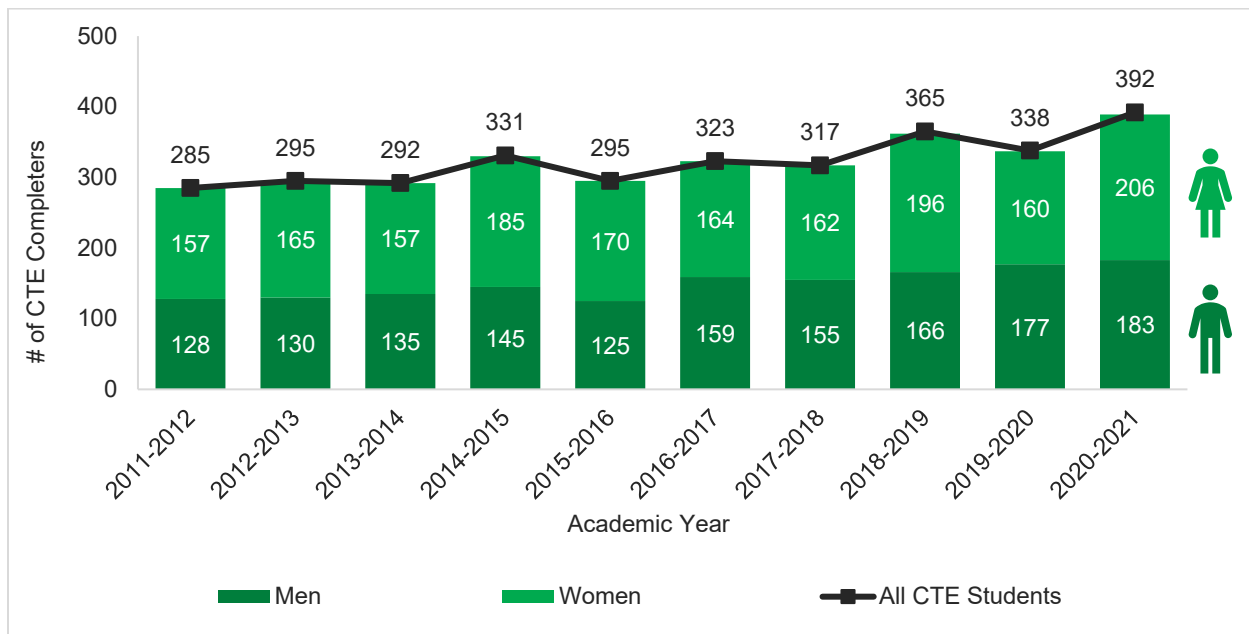
Gender. At all three colleges, more women than men completed one or more noncredit certificates or Chancellor’s Office approved credit certificates or degrees, consistently from 2011-2012 to 2020-2021 (the most recent academic year available, see Figures 16-18). These differences are more prominently seen at Moorpark College and Ventura College, than at Oxnard College where the difference between men and women is smaller.

Figure 16. **Moorpark College** CTE Completions, by **Gender** and Academic Year



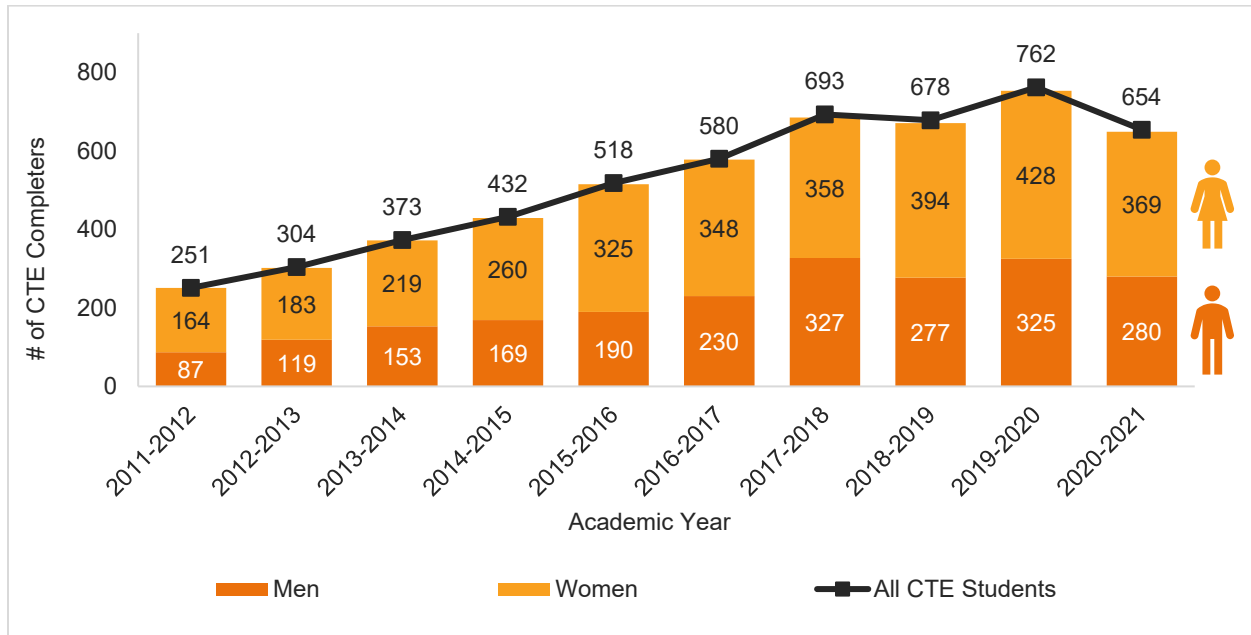
Source: Cal-PASS Plus LaunchBoard Community College Pipeline. Non-binary and unknown gender are not included due to insufficient data.

Figure 17. **Oxnard College** CTE Completions, by **Gender** and Academic Year



Source: Cal-PASS Plus LaunchBoard Community College Pipeline. Non-binary and unknown gender are not included due to insufficient data.

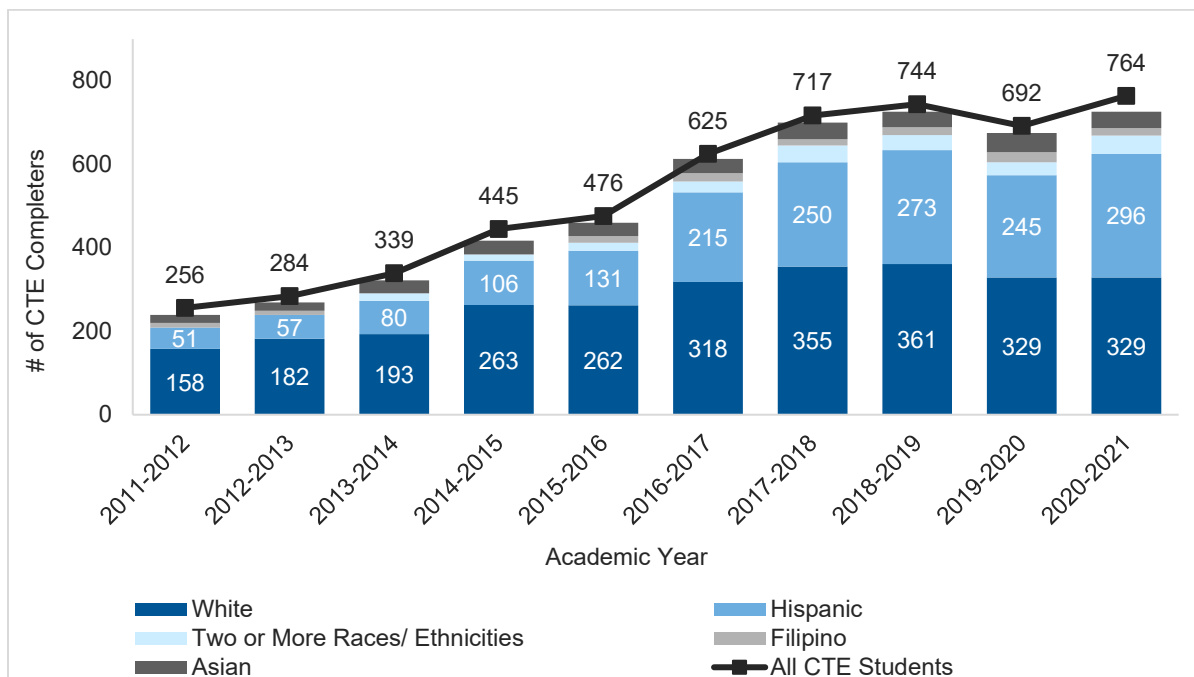
Figure 18. **Ventura College** CTE Completions, by **Gender** and Academic Year



Source: Cal-PASS Plus LaunchBoard Community College Pipeline. Non-binary and unknown gender are not included due to insufficient data.

Race/Ethnicity. Most of the CTE students at all three colleges completing one or more noncredit certificates or Chancellor’s Office approved credit certificates or degrees are either Hispanic or White, reflective of their colleges’ enrollment (see Figures 19-21 and Tables 15-17). Most CTE completers at Oxnard College and Ventura College are Hispanic, and most CTE completers at Moorpark College are White.

Figure 19. **Moorpark College** CTE Completions, by **Race/Ethnicity** and Academic Year



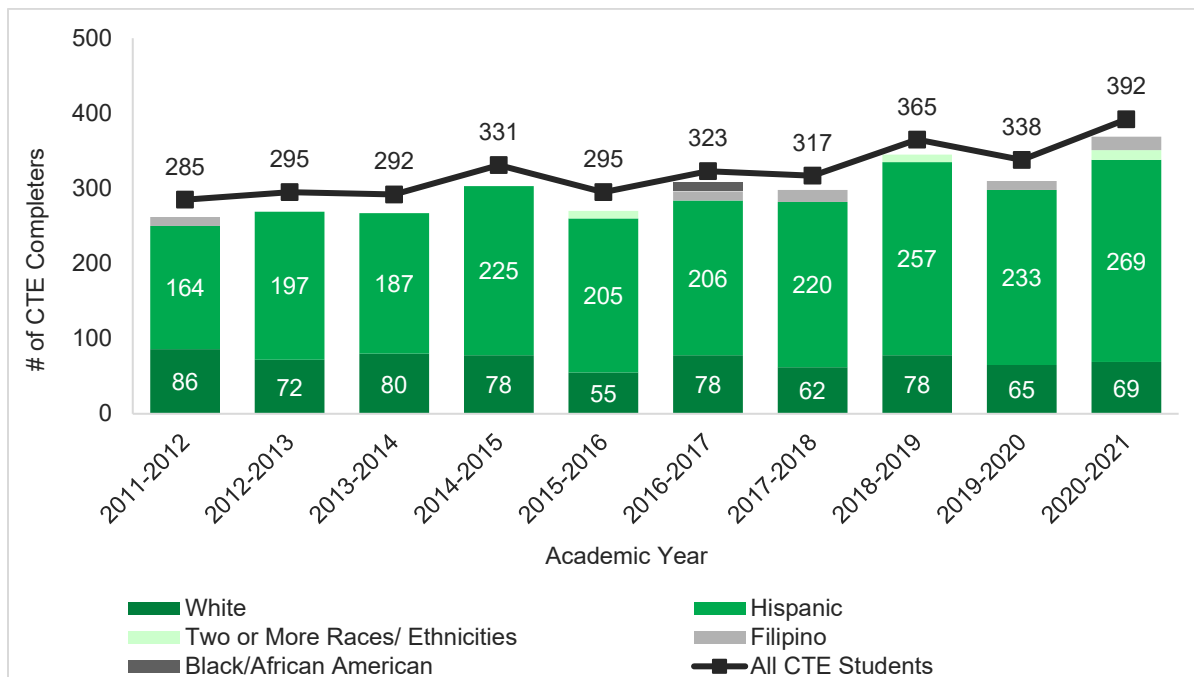
Source: Cal-PASS Plus LaunchBoard Community College Pipeline. Not all races/ethnicities included due to insufficient data.

Table 15. Moorpark College CTE Completions, by Race/Ethnicity and Academic Year

Academic Year	All CTE Students	Asian	Filipino	Hispanic	White	Two or More Races/ Ethnicities
2011-2012	256	19	11	51	158	*
2012-2013	284	20	10	57	182	*
2013-2014	339	31	*	80	193	18
2014-2015	445	33	*	106	263	15
2015-2016	476	32	16	131	262	19
2016-2017	625	34	20	215	318	26
2017-2018	717	40	15	250	355	40
2018-2019	744	37	19	273	361	36
2019-2020	692	46	24	245	329	31
2020-2021	764	39	18	296	329	44

Source: Cal-PASS Plus LaunchBoard Community College Pipeline, *insufficient data to report (fewer than 10 students).

Figure 20. Oxnard College CTE Completions, by Race/Ethnicity and Academic Year



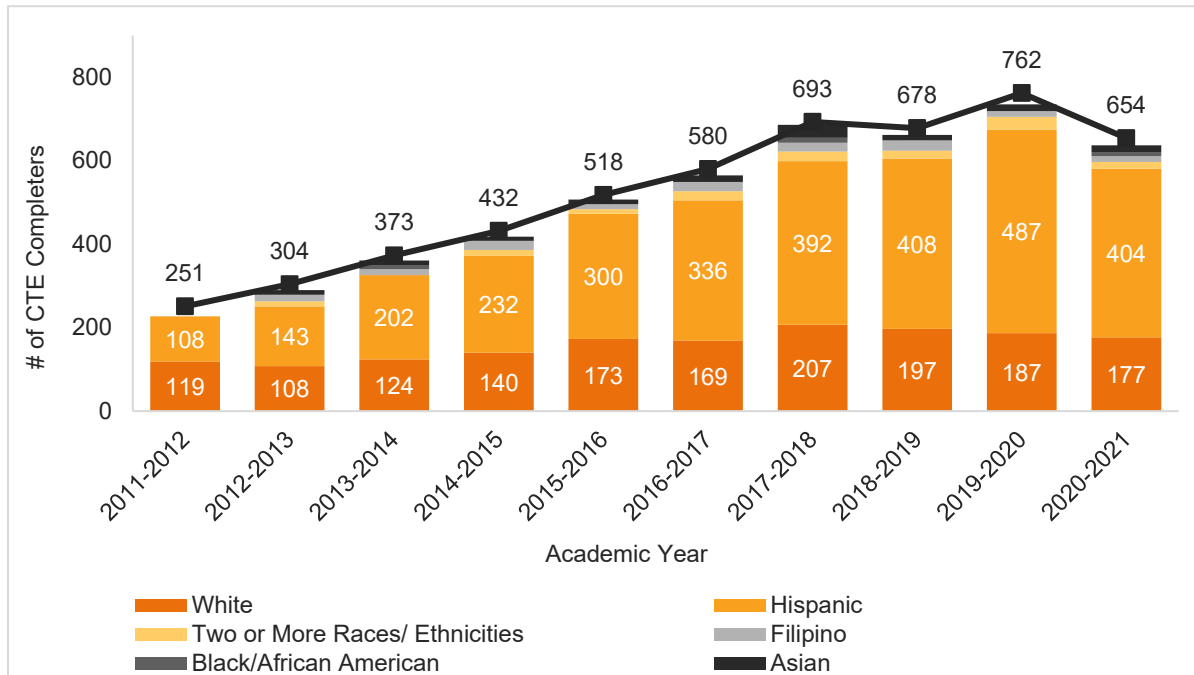
Source: Cal-PASS Plus LaunchBoard Community College Pipeline. Not all races/ethnicities included due to insufficient data.

Table 16. **Oxnard College** CTE Completions, by **Race/Ethnicity** and Academic Year

Academic Year	All CTE Students	Black/ African American	Filipino	Hispanic	White	Two or More Races/ Ethnicities
2011-2012	285	*	12	164	86	*
2012-2013	295	*	*	197	72	*
2013-2014	292	*	*	187	80	*
2014-2015	331	*	*	225	78	*
2015-2016	295	*	*	205	55	10
2016-2017	323	12	12	206	78	*
2017-2018	317	*	16	220	62	*
2018-2019	365	*	*	257	78	10
2019-2020	338	*	12	233	65	*
2020-2021	392	*	18	269	69	13

Source: Cal-PASS Plus LaunchBoard Community College Pipeline, *insufficient data to report (fewer than 10 students).

Figure 21. **Ventura College** CTE Completions, by **Race/Ethnicity** and Academic Year



Source: Cal-PASS Plus LaunchBoard Community College Pipeline. Not all races/ethnicities included due to insufficient data.

Table 17. **Ventura College** CTE Completions, by **Race/Ethnicity** and Academic Year

Academic Year	All CTE Students	Asian	Black/ African American	Filipino	Hispanic	White	Two or More Races/ Ethnicities
2011-2012	251	*	*	*	108	119	*
2012-2013	304	11	*	16	143	108	12
2013-2014	373	11	10	14	202	124	*
2014-2015	432	10	*	22	232	140	14
2015-2016	518	11	*	12	300	173	11
2016-2017	580	16	*	22	336	169	22
2017-2018	693	31	12	21	392	207	23
2018-2019	678	13	*	25	408	197	19
2019-2020	762	16	*	14	487	187	31
2020-2021	654	16	10	14	404	177	16

Source: Cal-PASS Plus LaunchBoard Community College Pipeline, *insufficient data to report (fewer than 10 students).

The following sections include Career Education updates from each college and from VCCCD's Economic and Workforce Development.

Moorpark College Updates

Career Education Pathways

- Moorpark College's Bio-Manufacturing baccalaureate degree program (BDP) received full approval from the California Community Colleges Chancellor's Office. Applications are being accepted for the fall 2024 cohort.
- A Notice of Intent was filed with the South-Central Coast Regional Consortium to offer a Geographic Information Systems Certificate. Moorpark College is working to develop Curriculum to begin offering this program in 2025.
- Music Technology is developing an Audio Engineering Certificate which will include a suite of new courses modeled after the Avid curriculum. It includes a certification.
- Computer Networking Systems Engineering (CNSE) is Going through accreditation for the Center of Academic Excellence in Cyber Defense. This accreditation is through the Department of Homeland Security and the National Security Agency. This will open up jobs, internships and other opportunities for students.
- CNSE awaiting a decision by the State Chancellor's Office on its application to offer a Bachelor's Degree in Cybersecurity.
- The first Moorpark Paramedic Studies cohort of 15 students completed their program in December 2023.

- Technical Theater completed its first non-credit certificate in fall 2023 and will be adding curriculum in Construction and Stage Management in anticipation of the amphitheater coming to the Moorpark campus.
- Business completed development of an upper division general education course on Project Management for Curriculum review in fall 2023.
- The program plan for Accounting, included increased marketing for VITA which is an income tax assistance program. Students and volunteers provide free income tax preparation for low-income families. This program is very valuable for students and the community, particularly in light of the College's partnership with United Way.
- With Round 4 Strong Workforce funds, Moorpark College intentionally included a project that came from the high school MC2 project. Funds were allocated to support our faculty, who were supporting the high school faculty in what they were doing on their campus, including Curriculum development.
- New courses with CTE TOP Codes:

Table 18. Moorpark College New Courses with CTE TOP Codes

BIOT M301: Biomanufacturing Process Sciences and Engineering Principles
BIOT M302: Design of Experiments for Biomanufacturing
BIOT M303: Design of Biomanufacturing Facilities, Critical Utilities, Processes, and Equipment
BIOT M304: Bioprocess Monitoring and Control
BIOT M307: Advanced Topics in Quality Assurance and Regulatory Affairs
BIOT M405: Cell and Gene Therapy Manufacturing Technologies
BIOT M406: Supply Chain and Enterprise Resource Planning
BIOT M408: Six Sigma and Lean Manufacturing
BIOT M409: Methods in Quality Improvements, Investigations, and Audits
BIOT M410: Emerging Trends in Biomanufacturing Quality
BUS M400: Project Management
ENGT M122: Independent Study - Engineering Technology

- New program with CTE TOP Code
 - Bachelor of Science in Biomanufacturing

Career Education Exploration

- Engineering Technology
 - Engineering club students, the VEX Robotics Team, has qualified to participate in The World's VEX Robotics Competition which took place from April 27th through April 30th in Dallas, TX.
 - Arnold Magnetics Corporation will host five students as interns on-site for several weeks. Students will perform real engineering work and adding value to AMC.
 - Engineering Tech students have been hired in fields related to their studies from local employers, such as:
 - Mercury Systems
 - AeroVironment
 - Rakar Industries
 - Skyworks Solutions

- JSL Technologies
- City of Camarillo
- Navy Base of Ventura County
- CNSE – Cybersecurity students participated in Hackathon in April and the Cyber Club will participate in a competition in Las Vegas in July, 2024. Moorpark placed 9th West Coast with 4000 teams participating nationally
- Moorpark College continues to place students in off-campus paid internships. Currently there are STEM Impacto, Locally Sourced, Work to Learn, and CyberSecurity internships.
- About 95% of all our programs of study at Moorpark College have an M-80 internship course aligned to them. This means there is an opportunity for an internship for all students, not just Career Education students.
- This academic year, MC has placed student interns within the following organizations in the related occupations:

Table 19. Employers and Pathways for Moorpark College Intern Placement

#	Employer Name	Pathway/Student Major
1	Adam's Forge	Art Design & Communications
2	Air National Guard	Cyber/CNSE
3	Anacapa Micro Products, Inc.	Cyber/CNSE
4	Arnold Magnetics Inc.	Eng/Tech
5	Assembly Member Jessie Gabriel	Sociology
6	Bullin	Cyber/CNSE
7	Capsida	Biotech
8	COPE Health Scholars	Biology
9	Frendic, Inc.	Marketing/Communications
10	Novesh	Cyber/CNSE
11	Occuspace	Eng/Tech
12	Omega Rehab	Kinesiology
13	Simi Film Fest	FTMA
14	Synergy	Kinesiology
15	Takada	Biotech
16	Taylor Inc.	Business
17	The Ranch, 99.1	Marketing/Communications
18	Western NRG	Cyber/CNSE

- Game Design hosted a presentation in spring 2022 from “Noman” – one of the biggest and most prestigious art schools in LA. Everyone who works there is in the film or game industry, then they go to colleges and teach classes. Two Moorpark Game Design students were accepted for fall 2023 and three more students were accepted for spring 2024.
- A group of Game Design students worked on a Game during as part of their class. They formed their own LLC called Poly Blossom and sent the game to conventions. This game is now on Steam, with access to 21 million users. Publishers interested in publishing the game for sale.
- FTMA and Technical Theater use field trips to enhance students’ industry knowledge with field trips to the Academy Museum, Television Studios and a backstage customized tour at Universal Studios. Funding is braided between Perkins and Strong Workforce.

CTE Supported on Campus

- Moorpark College Career Week (March 11 – 15, 202):
 - Resumania – a resume building workshops for students
 - Career & Internship Expo included 90 employers. Largest career expo for MC.
 - Entertainment Industry Panel (FTMA) – Panel of industry experts in film and tv industry provided valuable tips and answered student questions on how to navigate the film and tv industry.
 - Career Education Day for High School Students – included seven high schools from Conejo Valley USD and Simi Valley USA with 175 students attending.
 - 804 Industry Day – MC Partnership with Ventura County Office of Education (VCOE) to share information on Moorpark signature CTE programs with VCOE and services for students.
- CTE Workgroup – comprised of Career Education faculty, deans, staff, student support staff, ASMC student representative and Industry partners. The Group meets 9-10 months during the Academic year.
 - Supports professional development of CTE faculty, staff and administrators through an application process for Perkins and Strong WorkForce funds to ensure equity and funding availability.
 - Funded participants - CCCAOE (11 representatives); Colegas; Alliance for Hispanic Serving Institutions; California Associate Degrees, Nursing; Music Association of California; Child Development Conference, Student Success Conference; Ron Clark Academy; Music Association of Community Colleges.
 - Reviews and makes funding recommendations to the Moorpark Executive Committee for Perkins and Strong WorkForce.
- Perkins funds were used to support seven Career Education Programs with equipment, software, student workshops/events, in addition to professional development
 - Biotechnology – Bioreactor and vessels for the Biotech Lab, high school student workshops.
 - CNSE – Cybersecurity Lab equipment/supplies for student use – hard drives, ram, two used MacBook laptops cables, supplies.
 - Makerspace – instructional supplies for MakerFaire and non-credit courses.
 - Music Technology – Pro Tools site license and Pro Tools Certification
 - Nursing - Life form diverse nursing skills mannequins
 - Photography – Three Canon EOS mirrorless digital cameras, lenses and accessories.
 - Technical Theater – Allen & Heath mixer, speakers, subwoofers and accessories.
- Through Strong WorkForce funding, Film Television Media (FTMA) continues to support a provisional production internship coordinator to assist students in on-campus internships to develop workforce skills and provide on-campus video services.
- The Career Education Division pursued strategic recruitments to strengthen our Career Education (CE) programs and support the mission outlined in VCCCD's Strategic Plan. Below is a summary of the successful recruitments made to enhance our team and further our commitment to providing relevant, high-quality education aligned with workforce needs in Ventura County.
 - 2 FT Job Developers – Kirsten Vassie and Lizette Lomilicruz
 - 2 FT Program Coordinator I – Laura Maldonado to support the STEM Impacto Grant Cohort; Michael Trainor – to support Engineering Technology and LASMP, and LAEP grants.

Oxnard College Updates

Oxnard College Baccalaureate Degree Program

- Oxnard College's proposed baccalaureate degree program (BDP) in Dental Hygiene has received full approval from the California Community Colleges Chancellor's Office. The program is anticipated to launch in Fall 2025.

Student Internship Opportunities

- Oxnard College successfully placed 5 students in off-campus (Learning Aligned Employment Program (LAEP) internships.
- Oxnard College continues to dialogue with potential off-campus internship sites and on-campus internship sites, to identify funds to cover non-wage costs not covered by LAEP.

Program Accreditations and Approvals

- The Addictive Disorders Studies was granted accreditation by the California Consortium of Addiction Programs and Professionals (CCAPP) through 12/30/26.
- The American Bar Association (ABA) approved our Paralegal Studies program (A.S. Degree and Certificate of Achievement) in August 2023.

Curriculum Changes and New Certificates

- Due to changes made at the state level, the former Cooperative Work Experience (COT) courses were replaced with new discipline-specific internship courses within Auto Body, HVAC, Automotive Tech, Computer Networking & Information Technology, Culinary Arts & Restaurant Management, Film & Television, Addictive Disorders Studies, and Paralegal Studies.
- In collaboration with industry Advisory Committees and with the support of the Curriculum committee, our faculty created the following:
 - Bookkeeping Certificate of Achievement (COA)
 - Early Childhood Education Site Supervisor, Certificate of Achievement (COA)

New Academic Programs

- The new Logistics program will launch in Fall 2024. The birth of our Logistics academic program stemmed from a collaborative effort initiated when the Navy approached Oxnard College to enhance the local workforce. This endeavor entailed several meaningful dialogues, wherein the Naval Sea Systems Command recognized the Chief Logistician as the ideal content expert to join forces with OC in shaping the curriculum. In response, Oxnard College handpicked two dedicated faculty members who not only played pivotal roles in curriculum development but also assumed the responsibility of representing the college during the submission process. Acknowledging the significance of the partnership with the Port of Hueneme, a key local entity, they were welcomed into these discussions, given their close ties with OC and the potential advantages they could glean from this program. To ensure the curriculum's excellence and alignment with industry standards, a thorough assessment was done, considering insights from our esteemed industry partners. This resulted in the meticulous creation of four fundamental Logistics courses, forming the bedrock of a Certificate of Achievement, offering students practical and industry-relevant knowledge and skills. Looking ahead, this program will continue to grow and evolve through

sustained collaboration and partnership, with plans in place for developing an AS-T degree that will provide students a smooth transition to advanced educational and career opportunities

Enhancement of Existing Programs

- Perkins funds were used to enhance the following programs:
 - Auto Body- A comprehensive diagnostic scan tool to empower students in OC's Auto Body Collision Repair program with advanced capabilities, ensuring precise diagnostics, post-collision calibrations, and valuable hands-on experience, optimizing their readiness for the automotive industry.
 - Culinary Arts & Restaurant Management- A new Point of Sale (POS) system offers significant benefits to the students in several ways. Firstly, it provides hands-on experience with modern technology used widely in the restaurant industry, enhancing their technical skills and readiness for professional roles. Secondly, the POS system enables students to gain practical knowledge in managing restaurant operations preparing them comprehensively for real-world scenarios. Lastly, exposure to such advanced systems fosters adaptability and confidence among students, making them more competitive and proficient as they enter the workforce upon graduation.
 - Dental programs-The purchase of three Dexis Nomad Pro 2 handheld x-ray machines greatly benefits the Dental Hygiene and Dental Assisting programs by enhancing efficiency and student learning. With these additions, each clinic station will have its own dedicated x-ray equipment, reducing wait times and allowing students to gain hands-on experience more effectively. This accessibility will enable students to practice taking x-rays independently, improving their proficiency and readiness for clinical settings. Overall, the investment in these machines will optimize the educational experience within both programs, ensuring that students receive comprehensive training in dental radiography.

Updates with Strong Workforce Program (SWP) Funds

- Unspent Strong Workforce Program (SWP) funds were used to update the following programs:
 - Computer Networking & Information Technology- New PCs
 - Film, Television, & Electronic Media – Updated Mac lab

Strategic Recruitments for Career Education Programs

- The Career Education Division pursued strategic full-time recruitments to strengthen our Career Education (CE) programs and support the mission outlined in VCCCD's Strategic Plan. Below is a summary of the successful recruitments made to enhance our team and further our commitment to providing relevant, high-quality education aligned with workforce needs in Ventura County.
 - FT Faculty- Addictive Disorders Studies: John David Likens (started Fall 23)
 - FT Faculty- Early Childhood Education: Celia Rodriguez (started Spring 24)
 - FT Faculty- Accounting: Sophie Cates (starts Fall 24)
 - FT Faculty-Auto Body: Juan Jimenez (starts Fall 24)
 - FT Faculty-Dental Hygiene: Closed May 12th
 - Instructional Lab Technician, Auto Body- Jorge Plascencia (started Fall 23)
 - Grant Director- April Montes (started Spring 24)
 - Program Specialist- Olivia Long (started May 12th)

Community Leadership Initiatives

- Professor Evan Hess launched the Community Leadership Fellowship program in partnership with the California Youth Leadership Corps. This program is designed to prepare students to become leaders in their local communities and to gain valuable skills in community organizing, advocacy, leadership, and development.
 - This fellowship includes \$10,000 stipends and scholarships of up to \$5,000.

Partnerships and Collaborations

- The Computer Networking & Information Technology (CNIT) program partnered with NOVESH (A company specializing in IT, Cybersecurity, and Digital Engineering) and the Office of Naval Research (ONR) to implement a security training program aimed at preparing students for careers with NAVSEA and NAVFAC to bolster the Navy workforce and national defense objectives.

Ventura College Updates

Partnerships

- 805 Industry Day was held on March 8, 2024, in partnership with the Ventura County Office of Education.
- On April 18, 2024, Ventura College hosted a Career Education Open House that was open to community members.
- The Agriculture program piloted a 30-hour contextualized ESL course for 22 Reiter Affiliated agriculture employees in fall 2023.
- Ventura College's agriculture, automotive, diesel mechanics and advanced manufacturing programs connected with Synbyo to explore how we can partner with Wiggins to address current and emerging workforce needs.
- Ventura College engaged in multiple conversations with Fillmore High School to expand dual enrollment offerings. Additional courses that will be offered starting in Spring 2025 include welding and applied industrial technology.
- Ventura College Career Education dean(s) and/or faculty participate in Ventura Unified School District and Fillmore High School's CTE Advisory Boards.
- Ventura College's Child Development Department is working closely with industry partners to develop a much-needed Speech Language Pathology Assisting (SLPA) program.
- Ventura College's Child Development Department is collaborating with Oxnard Union High School District's Real Experience Achieving Career Horizons (R.E.A.C.H.) Apprenticeship Program for Teaching Assistant/Para Educator.
- Ventura College continues to partner with the Ventura County Farmworker Resource Program, the Ventura County Workforce Development Board, and the Miracle Group (a group of farmworker advocates and agricultural employers dedicated to supporting agricultural workers and sector in Ventura County) to increase awareness of our Agriculture Field Supervisor noncredit program. In Fall 2023 Ventura College offered the program at Oxnard College's campus to provide a more geographically accessible location for community members who reside and/or work in the Oxnard plains. In Fall 2024, Ventura College plans to offer the program at Fillmore Adult School to better serve those in the Santa Clara River Valley community.

Pathways

- Ventura College's first baccalaureate program, the Automotive Career Education Bachelor of Science degree program, is scheduled to launch in Fall 2025. The fully online program will focus on electrified vehicles and new and emerging technology in the automotive field.
- The Child Development program's Administration in Early Education Certificate of Achievement was approved by the California Community Colleges Chancellor's Office (CCCCO) with a Fall 2024 effective date. Additional Certificates of Achievement are awaiting approval from CCCCCO: (1) Antiracism in Teaching, (2) Family Child Care Teaching, (3) Infant and Toddler Teaching, (4) Introduction to Infant and Toddler Teaching, (5) Introduction to Transitional Kindergarten Teaching, (6) Preschool to Third Grade Teaching, and (7) Special Needs Teaching.
- The Child Development program opened a new student resource and support center, named Teachers Resource and Education Center for Students (TRECS). It is located next to our Child Development Center lab school and provides equitable support to students, particularly to those from special populations.
- Ventura College is in the process of developing an associate degree program in Applied Industrial Technology. The first two Certificates of Achievement in (1) Industrial Technology and Fabrication and (2) Heavy Equipment and Industrial Systems Operation and Maintenance were approved by the CCCCCO with a Fall 2023 effective date. The two COAs are interdisciplinary involving courses in agriculture, applied industrial technology, advanced manufacturing, and welding. Two additional COAs are planned and will involve the following disciplines: water science and construction.
- Ventura College is also developing a Forensic Science Associate of Science program and Certificate of Achievement.
- We continue to graduate nurses, paramedics, and law enforcement officers through our Career Education programs for in-demand, high wage careers. 100% of nursing graduates who took NCLEX in academic year 2023-2024 passed.
- 100% of students who graduate from our Veterinary Technology and Automotive programs who want to work are able to obtain employment in their field of study upon graduation.

Career Education Exploration

- Career Center purchased two software programs to assist CE students with exploration: Career Spots is a soft-skill development tool where students can increase soft skills to become more competitive in workforce through hard and soft skills. We are in preparation with two programs (Diesel and Accounting) to roll the program out. The second is an assessment tool students can take with questions based on aptitude to show students jobs/careers/pathways available based on that individual's natural inclination and ability, eliminating biases and pre-conceived ideas of pathway options.
- The Career Center holds monthly workshops to assist students with becoming career-ready: resume, interviewing basics, networking (LinkedIn), Handshake, Job Search, mock interviews, and more.
- The Career Center works each semester with our CounsV01/V02 courses and a number of courses with embedded career development assignments.
- Lastly, the Career Center has created a First Destination Survey for all CE Program students. This is administered annually at Grad Fest, Commencement and Email to provide comprehensive and reliable data to accurately inform and shape career expectations of current students and new alumni.

Internships

- Internships have been an important development for Ventura College as we are finishing up the first year with our Career Services Specialist, serving as our internship coordinator.
- Ventura College continues to place students in off-campus internship opportunities, both paid and unpaid. We are working with various departments on campus to place interns, most notably

International Programs and many CE programs including Advanced Manufacturing, Diesel Mechanics, Business and Medical Assisting.

- We are working with Career Team and Ventura County Workforce Development Board with the Regional Equity and Recovery Program (RERP) in enrolling eligible candidates in our Advanced Manufacturing program. The Regional Equity and Recovery Partnerships Grant (RERP) has facilitated the development of key partnerships with regional employers in the manufacturing field.
- Many programs of study at Ventura College have a V95/V96 internship course aligned to the program such as Veterinary Technician Program.

Industry Partnerships

- The Career Center successfully hosted over 100 employers through participation in a number of our recruitment opportunities such as on-campus tabling, information sessions, resume reviews, and our annual Career Fair & Job Expo.
- **Employer Engagement:** the job developers have established strong connections with county employers by participating in a number of monthly events, meetings, and or associations centered around Workforce/Economic Development.
- **County of Ventura:** We have created two Districtwide Educational Partnership Agreements (EPAs) with two of our larger organizations, County of Ventura and Community Memorial Healthcare Systems for intern placements.
- **Community Memorial Healthcare System:** Through the Career Center's partnership with the Ventura College Foundation, we are working collaboratively daily to ensure alumni students and organizational donors are connected to both areas for Workforce/Economic Development. This partnership is seen through the founding of the Career Closet, where donors can receive gift-in-kind credit as well as through donor cash awards for all students interning with CMH to pay for most/all certifications. Through this partnership created with CMH, we can now expand to new opportunities in Supply Chain/Logistics, facilitating the conversation with both MC and OC.
- **Toro Enterprises:** Discussions with Toro Enterprises revealed potential for both employment and internship opportunities for students. Additionally, the possibility of contract education programs with local union chapters is being explored. This concept has been forwarded to VCCCD Workforce Development to explore possibilities to collaborate with existing partners like the Workforce Development Board of Ventura County.
- **Rubicon Theatre:** Discussions with Rubicon revealed potential for both employment and internship opportunities for students. We will be moving forward to create an Educational Partnership Agreement (EPA).

Notable Manufacturing Partnerships:

- **Honda Racing Corporation (HRC):** Headquartered in Santa Clarita, HRC has expressed interest in collaborating with our Manufacturing and Advanced Composite Enterprises (ACE) programs. Their in-house manufacturing aligns with our curriculum, making it a valuable partnership. A site visit for HRC to our facilities is scheduled for late June 2024, followed by a reciprocal visit for students and faculty to HRC headquarters in Fall 2024.
- **RayPak and PinnPack:** Job Developers initiated discussions with these local companies to explore internship and employment opportunities for Ventura College students. Both, especially RayPak, have shown strong interest in the RERP program. RayPak's hiring pattern aligns with our academic semesters, making RERP interns a valuable option. Additionally, RayPak expressed interest in our Welding program. Further meetings are planned to connect with relevant departments and managers.
- **Others in progress: Meissner Filtration (Bio-Manufacturing, Accounting)**

Economic and Workforce Development Updates

Creating New Systems

Partnering Externally and Internally:

- Economic and Workforce Development's (EWD's) focus revolves around a *holistic systems approach* to meet local business, government, and non-profit's training and development needs using credit, noncredit, and not for credit (contract education) courses.
- All three colleges and DAC partner internally and externally to allow VCCCD to build deep partnerships and meet students and businesses workforce needs.
- Monthly meetings of a joint working group (CEED) to build healthy responsive systems that promote equitable opportunities (onramps), to enhance student opportunities in gaining relevant workplace skills, and to play an active part in building Ventura County's economy.

Table 20. EWD Marketing and Communications

Working with DAC Marketing Department	
Create EWD marketing plan and means of promoting districtwide EWD partnership efforts	<ul style="list-style-type: none"> • Published Handshake newsletter • Marketed Handshake to businesses via social media platforms • Promoted EWD pipeline via VC Star Editorial • Wrote articles about VCCCD/NAVY partnership
Working with Economic Development Departments and ED Partners	
Create means of meeting business's needs, address training and development, and attracting new businesses to our area	<ul style="list-style-type: none"> • City of Moorpark • City of Thousand Oaks • City of Santa Paula • City of Oxnard (City Manager's Office) • City of Ventura • County of Ventura (Economic Vitality) • City of Port Hueneme <p>Next Steps: City of Camarillo City of Oxnard City of Filmore City of Simi</p>
Working with Businesses	
Create useful communication tools	<ul style="list-style-type: none"> • Created Business Intake Form • Created Training and Development Benefits Package <p>Next Steps: Develop VCCCD Business/Partnership webpages</p>

CEED 2023-2024 Actions:

Created innovative ways to collaborate collectively within our district and with our community partners.

Examples:

- Shared ideas, time, support, and resources between the 3 colleges' career centers. Met at least monthly to work on processes, products, share best practices.
- Expanded Clean Green discussion-beginning to discuss district and community wide climate challenges, Ventura County regional focus, and how to address workforce needs. Discussed creating multiple on-ramps and focus areas. Cross district meeting with a community college on the East Coast to discuss offshore wind.
- Held districtwide zoom meeting with faculty to discuss clean green and workforce needs with the Port, WDBVC, LiUNA helping host the conversation.
- Invited the Port, WDBVC, LiUNA to be a part of CEED meetings
- Supported growth in Dual Enrollment partnerships as a region. Dual enrollment is seen as top priority-top of mind.
- Received feedback from our partnership with WDBVC "This is the most we have ever worked with the community colleges (District)"
- Received a planning grant for Bio-tech apprenticeships (MC). Plans to work with WDBVC.
- Participated in statewide workgroup making recommendations on changes in regulations that would allow the community colleges to more easily be on the ETPL and partner with the WDB.
- Offered Contract training to new companies. Looking to expand more noncredit offerings to businesses.
- Supported cities in hosting potential companies visiting or moving to our region

Developed processes that allow VCCCD to work more effectively. Examples include:

- Created EWD toolbox
- Receiving timely responses to contracts, MOU's, and questions (Business Services)
- Built Handshake auto upload (IT supported)
- Hosted districtwide LAEP meeting to begin to address the process of identifying students, financial need, employer outreach, contracts, tracking, reporting.

Creating Innovative Partnerships

Designed the model: Navy (All local commands) VCCCD Partnership

See below for an example of the partner action plan between VCCCD and local Navy. The CEED group will use this model to expand other plans for key organizations in our community.

Identified large scale community partners. We have active projects with the following key organizations to expand equitable opportunities (on ramps for individuals):

- Workforce Development Board
- Goodwill Industries
- The Port of Hueneme
- LiUna

EWD/CEED are in the initial stages of developing partnerships with the following:

- Housing Authority Ventura County
- Adult School
- Clean Green (WDB, LiUNA, local companies, The Port of Hueneme, County of Ventura, Education, VCOE, political leaders)

VCCCD-Navy – Action Plan Model and Status (as of 6/12/2024)

Established and engaged in activities to meet **Phase One Goals**:

1. Leverage Human Capital within Navy Commands to Help Address VCCCD Hiring needs.
 - 1.1 Develop process to market and advertise VCCCD's part-time hiring positions within Navy commands military job board, means of communicating, point of contact.
 - 1.2 Provide HR basics to interested Navy employees (i.e., how to apply to VCCCD, how to meet MQ's, interview tips):
 - VCCCD HR's Job Expo at Moorpark College
 - VCCCD Job Expo at Ventura College
 - VCCCD HR host workshop
 - 1.3 Develop and communicate hard-to-fill positions to Navy HR.
 - 1.4 Identify individuals interested in a part time position with VCCCD.
 - 1.5 Identify open and future positions and share with the Navy.

Actions taken: Developed a means of communicating VCCCD hiring needs to and through all three Navy commands. System used.

2. Support Navy's Current Employees with On-Going Training/Education Needs (Contract Ed, Credit, Non-Credit).
 - 2.1 Identify upskill training and education needs for Navy employees. Conduct joint gap analysis to identify high need content areas.
 - 2.2 VCCCD to provide Navy Commands with education/training options related to skill gap analysis. Programs may be credit, noncredit, contract education.
 - 2.2.1 First phase: to focus on existing college courses, certificates, degrees, & training.
 - 2.2.2 Second phase: to define and explore new programming to fill curriculum gap.
 - 2.3 Moorpark College will report new programs to the Navy via a monthly CTE workgroup meeting. Welcomes commands attending meetings to build relationships, improve connections to program offerings. Meetings are via zoom and occasionally in person.

Actions taken: Commands are conducting gap analysis

3. Grow partnership between College Career Centers and Navy.
 - 3.1 Increase student awareness of career opportunities with the Navy Commands. Demystify the Navy brand (not enlisting, not war machine).
 - 3.1.1 Host Navy speakers in classes, student groups, campus departments, clubs*
 - 3.1.1 Host Tabling for the Navy
 - 3.1.2 Host Event Options: "Navy Night" Field Trips, A Day in the Life, Shadow Life, Myth Buster Example: Navy Week, hold an event called "Myth Busters"
 - 3.1.3 Host Navy employees that were previous college students at VCCCD-present their story.
 - 3.1.4 Identify Navy liaison-point of contact for students wanting to discuss opportunities and updates on application status*
 - 3.1.5 Dedicated Career Center web page for Navy Jobs, Internships, Event
 - 3.1.6 Narrative/graphic needed from Navy before March. Have more marketing to share with students, faculty.
 - 3.1.7 Increase social media
 - 3.1.8 Evaluation of partnership, plan new school year events.

- 3.2 Increase community college students that apply and are accepted into current Navy internships.
 - 3.2.1 Provide feedback to Navy on marketing materials*
 - 3.2.2 Navy train VCCCD staff: Train the Trainer (Federal Resumes) and hold resume sessions*
 - 3.2.3 USA Jobs Profile*
- 3.3 Increase number of VCCCD students hired by the Navy
 - 3.3.1 Navy creates simple graphic marketing tool
 - 3.3.2 Colleges host Navy Hiring Events
 - 3.3.3 Career Workshop Collabs (Resume, mock interviews, application tips)
 - 3.3.4 Navy commands attend Career Fairs*

***Actions taken:** Items identified above with an asterisk (*)

- 4. Build Faculty and Navy Connections (internships, hiring, workplace learning etc.)
 - 4.1 Increase Navy’s participation in VCCCD’s career pathway advisory board.
 - 4.1.1 Identify three key pathways at Moorpark College (MC)
 - 4.1.2 Discuss with program faculty at Oxnard College
 - 4.1.3 Identify Navy Participants
 - 4.2 VCCCD faculty to request industry expert speakers from Navy (use of request form)
 - 4.2.1 Identify three key pathway faculty that are interested at Moorpark College
 - 4.2.2 Communicate opportunities to faculty at Oxnard College
 - 4.2.3 Identify Navy Participants
 - 4.3 VCCCD faculty requests and Navy provides assistance with capstone projects
 - 4.3.1 Identify three key pathways with interested faculty at Moorpark College (use of request form)
 - 4.3.2 Communicate opportunities to program faculty at Oxnard College (use of request form)
 - 4.3.3 Identify Navy Participants

Actions taken: Navy Faculty Request Form created, new Community College internships created, TRMC in partnership with NAVAIR and NAVSEA offering capstone/internship opportunities for students, new or deepening connections between college programs and the Navy, Oxnard College creation of logistics courses in partnership with the Navy, districtwide on-line Navy speaker panel to kick start engineering week, mentoring of engineering project (VC).

Next Steps (2024-25)

Table 21. Economic and Workforce Development Industry Partnership Plan

Activity	VCCCD Key Stake Holders
Refine CEED’s (Career Education and Economic & Workforce Development), charge, structure, roles, and responsibilities	EWD, CTE Deans, VPSS, VPAA, CTE leads
Develop definitions, means of measuring business engagement, a tool for tracking	EWD, CTE Deans, Career Centers, Job Developers
Develop vision and strategic plan for engaging key partners Identify business partnerships that have growth potential and develop engagement plan	Faculty, VPAA, CEED Executive Teams
Meet with all Cities’ EWD and County of Ventura to address: <ul style="list-style-type: none"> • Current workforce needs including training/education • Business resources at our colleges • Emerging industries/needs • Contacts to businesses that have expressed needs 	EWD, CTE Deans, Career Centers, VPAA, Presidents

<p>Create tools:</p> <ul style="list-style-type: none"> • To gather key information about company/their needs (completed) • To market not for credit, noncredit, online, and in-person offering to businesses (completed)d • To identifying appropriate method of training 	<p>EWD, CTE Deans</p> <p>EWD Business Developer</p>
<p>Create means of ongoing communication with our business community and partners. Update district EWD website to be business friendly</p>	<p>EWD, CEED</p>
<p>Follow up with current business partnerships to address training/education needs and emerging industry needs. Example: Navy</p>	<p>EWD (All Colleges)</p>
<p>Begin discussion with Adult School Principal's. Create one way to work together (Examples: credit for prior learning, dual enrollment, created on-ramp from one program to the other)</p>	<p>EWD, CTE Deans, VPAA, Faculty</p>
<p>Establish supportive and integrative partnerships with EWD and WDBVC</p> <ul style="list-style-type: none"> ○ Create means of providing education/training opportunities to those they serve ○ Co-enroll individuals to create more supportive networks and opportunities for individuals in our community ○ Pursue funding opportunities that allow creative partnerships 	<p>CEED, VPAA</p>
<p>Establish "best practice" means of supporting incumbent workers enrolling in classes</p>	<p>EWD, Deans of CTE, VPAA's, Counselors, Support Programs</p>
<p>Attend Production Economy Summit-October 24 (VCOE,CC,VCIC)</p>	<p>EWD, Deans of CTE, Faculty, VPAA's</p>

Chapter 4. Closing Statements

This month's Institutional Effectiveness report to the PASS committee, Chapter 4a: Career Education and Economic and Workforce Development, concludes reporting for the 2023-2024 academic year on data aligning with VCCCD's strategic goals. This report included data on Career and Technical Education (CTE) Skills-Builders with wage gains over time. Each college showed increases in Skills-Builders with increases wages after taking CTE classes, and a closing of the equity gap between economically disadvantaged and not disadvantaged students at Ventura College. The data in this report also showed a steady increase in CTE completers since the 2011-2012 academic year. The sections from each college highlighted CTE program development and support for students, including new bachelor's degrees and internships and partnerships. Finally, VCCCD's Economic and Workforce Development outlined partnerships and action plans taking a holistic systems approach to meet local business, government, and non-profit's training and development needs using credit, noncredit, and not for credit (contract education) courses.

The next report to the Board will summarize the key takeaways from all the Institutional Effectiveness reports to the PASS committee the 2023-2024 academic year.