

WEST VALLEY·MISSION COMMUNITY COLLEGE DISTRICT



Building Silicon Valley's Future...One Student at a Time.

West Valley – Mission Community College District

District-wide Strategic Plan Development

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Executive Summary

In Fall 2010 the West Valley – Mission Community College District hired the College Brain Trust consulting team to develop a district-wide strategic plan. The District plans to use the report as a basis for college and District budget development and for future Land Corporation revenue allocation decisions.

As the first step in the process, the team collected, studied, and analyzed data provided by the District and workforce development agencies. Members of the Team met with various groups and individuals to solicit ideas, concerns, and opinions. Reports were provided to District Council and the Board of Trustees. The team found that District personnel were extremely knowledgeable and helpful. Furthermore, the District and the two colleges were responsive in furnishing the data requested by team members. The District already had two excellent studies – the Clarus Report and the previous report from the College Brain Trust. This report can be regarded as the third in a series of documents that will assist the District in planning for the future.

Some of the more comprehensive recommendations from the Team follow:

The Team found that the District is currently engaged in activities that will be important for the future. The geographical area served by the District will continue to support healthcare and technology programs. Some emerging industries could be served by cross-discipline activities, and a strong entrepreneur component could be added to a number of on-going programs.

Transfer programs will continue to be very important for both colleges. The institutions can prepare for the future by further developing and enhancing the transfer function and developing an appropriate and consistent message to communicate their transfer viability and success.

The evidence showed that neither college has a distinct image in the community. The Team is strongly recommending that the marketing recommendations in the Clarus report be implemented in order to build an ongoing, strong reputation for the colleges as full-service institutions. This will require a funding source in the future.

Providing students with the opportunity of being exposed to and using up-to-date technology is critical. For example, SMART classrooms should be available to faculty

and the latest software should be available to students in the classroom. This also will require a source of funding.

Both colleges need to examine their offerings in view of recent scheduling priorities established by the California Community Colleges Chancellor's Office.

The consultants offer these recommendations fully confident in the ability of the leadership and staff of the District to work together to continue making the colleges outstanding learning centers for students throughout the area.

History of the West Valley-Mission Community College District

West Valley – Mission Community College District

In July of 1962, a public meeting was held to address the creation of the West Valley Joint Junior College District. Three months later in October, the California State Board of Education approved the formation of the District, and in January of 1963, the voters residing within the Campbell, Los Gatos-Saratoga, and Santa Clara High School Districts formally established the District. The first of its two colleges, originally named West Valley Junior College, opened for classes in the Fall of 1964 on the grounds of Campbell Grammar School. In early 1966, anticipating the need for expansion, the Board authorized the purchase of a 143-acre site in Saratoga that eventually became the permanent campus for both the college and the district offices. Groundbreaking for the first campus building began in June 1967.

The second campus in the College District, Mission College, began with the acquisition of 12 acres in Santa Clara and eventually grew to the present day 164-acre site. Mission College was temporarily located at Jefferson Intermediate School from 1975 to 1979 during development of the main campus. With the completion of the first building phase in the fall of 1979, the new Mission College campus opened its doors. In September of 1985, the name of the District was changed from the West Valley Joint Junior College District to West Valley-Mission Community College District (WVMCCD).

West Valley College

West Valley College, located in northern California, fifty miles south of San Francisco, opened its doors in September 1964, on the 12 ½ acre site of the remodeled Campbell Grammar School. Named West Valley Junior College, the academic year began with a staff of 10 administrators, 53 faculty, 3,203 students and 100 course offerings. The following year the name was changed to West Valley Community College. In 1966 the board purchased the 143-acre Fruitvale-Allendale site in Saratoga, and during the next decade developed the campus with funding from the State Junior College Construction Act.

The college is strategically positioned in the heart of the Santa Clara Valley. Once known for its agriculture and orchards, this area, home to IBM and Hewlett Packard, rapidly developed into Silicon Valley, a dynamic economic region recognized as the international hub of the high-tech industry. West Valley College, with its well-

groomed, park-like campus, modern facilities and state-of-the-art equipment, was designed and staffed to meet the complex educational demands of the high-tech industry and at the same time serve the basic needs of an increasingly diverse population.

Historically, West Valley College has served the geographic areas surrounding Saratoga, Los Gatos, and Campbell. While these communities originally provided the majority of students, excellent programs and improved highway access now attract a large number of students from cities well beyond the college's service area. Today 55 % of students come from outside the college's designated service area.

In 1985 the District was renamed West Valley-Mission Community College District to reflect the addition of its second college and its commitment to broader educational needs, including workforce and basic skills programs. In that year, more than two decades after the District was founded, the unduplicated headcount in credit courses at West Valley College had grown from its original 3000 students to 12,960. Of these, approximately 72% were White, 8% Asian, 6% Hispanic, and less than 1% African American. Fifty-five percent of the enrolled students were female, and 70 % were in the youngest cohort that tops out at 25 years of age.

After the collapse of the dot.com bubble in 2001, enrollment and credit course count plunged steeply and bottomed out in 2003 - 2004, but by 2009 enrollment had returned to near the 1985 level. As enrollment stabilizes, the college has begun exploring ways to expand service.

Unlike the fluctuations in enrollment, the diversity of the student population has grown steadily. By the fall of 2009, 57% were White, 19.7 % Asian/Pacific Islanders, 16.7 % Hispanics, and 3.2% African Americans. About 55 % of students are female, and nearly 70% of all students fall into the youngest cohort that tops out at 25 years of age. These percentages have remained relatively stable since spring 2005.

West Valley College's programs have grown significantly since its founding 45 years ago. The college originally embraced a traditional curriculum with a primary goal of transferring students to statewide and local four-year colleges and universities. Today, the college offers over 60 academic and career programs with extensive listings in digital media and internet services. Illustrating adaptability to student access and flexibility in learning modes, online programs now account for 32 percent of the college's FTES. In 2008-2009, West Valley College

awarded a total of 543 A.A. degrees, 89 A.S. degrees and 133 certificates. The staff includes 168 full-time faculty and 550 part-time faculty.

Mission College

In 1966-1967, the district purchased 12 acres of land in Santa Clara, north of the Bayshore Freeway between Lawrence Expressway and Coffin Road for the construction of Mission College, and in 1970 completed acquisition of today's 164-acre campus. From 1975 until 1979, Mission College was temporarily located at Jefferson Intermediate School. When the first phase of construction at the Santa Clara site was completed in 1979, the new Mission College began the academic year with 3,500 students, 8 administrators, and 73 faculty members. In September 1985, the name of the district was changed to West Valley-Mission Community College District to reflect the addition of Mission College.

Mission College is a comprehensive community college that today offers more than 70 transfer, degree and certificate programs in lower division arts and sciences, as well as occupational education, basic skills, and workforce development. In the Fall of 2002, headcount peaked and then plummeted to a low in 2005 due to the economic recession. But by Fall 2007 which marked the college's 30th anniversary, recovery was underway. In that same year it employed 163 full-time faculty, 109 classified and confidential staff, and 18 administrators and managers. By Fall 2009, Mission College headcount was back up, and today the college is preparing to build on the momentum with a major marketing campaign.

Mission College is located in the northern end of the District, off a major highway in a predominately urban area made up of high-tech companies and a major amusement park and convention center. The service area of the West Valley-Mission Community College District is largely urban and suburban and includes portions of Santa Clara and Santa Cruz counties. Over 75 percent of the college's enrollment, however, comes from outside its district boundaries. The College is served by county transit, is close to light rail and has easy access to major highways.

Mission College serves an extraordinarily diverse region that has undergone significant economic change in recent years. The dot.com collapse in 2000 and the subsequent recession had a negative impact on the college's enrollment, especially its technology and manufacturing programs. In addition to the steep decline in enrollment cited above, the college experienced a major shift in demographics. Once an older, white and mostly evening population, the college's students are now

younger, prefer day classes and are more ethnically diverse. By Fall 2009, the student population was composed of 33 % Asian, 23 % White, 16.2 % Hispanic and 3.9% African American.

The college has experienced other changes as well. Since the opening of the Main Building in 1979, Mission College has grown to include eight permanent buildings, 30 portable classrooms and a variety of sports facilities. In spite of its urban location in the heart of Silicon Valley, the college is home to a protected species and native habitats that serve as a living laboratory for students in the natural sciences.

Each spring semester, Mission College has hosted the largest college fair in the San Francisco Bay Area, where more than 180 national and international colleges and universities are represented.

The Land Corporation

The Mission West Valley Land Corporation (Land Corp) is a non-profit 501 (c) (3) organization that was created by the West Valley-Mission College Community College Board in 1985 to administer ground leases for 56 acres of prime real estate near Mission College. Not needed for educational purposes, the lands are regarded as excess district property. The District Board of Trustees sits as the Board of Directors of the Land Corp and officers rotate. The Land Corp currently receives about \$4.5 million in annual lease payments from high-end commercial and technological enterprises as well as additional income from other sources such as interest. Operational expenses average \$175,000 per year. Of significance, the Land Corp pays the District 25% of its annual lease revenues (currently about \$1.125 million) in rent fees. As of the January 31, 2011, financial report, the June 30, 2010, Net Assets of the Land Corp is \$7.8 million, with \$5.2 million as an undesignated fund balance. The Land Corp has allocated funds for ongoing special projects, among them \$257,000 for Gym Air Conditioning and \$139,000 for a West Valley welcome center.

According to the organization's By-Laws, "The specific and primary purpose of this corporation is to promote the general welfare of the public of the West Valley Joint Community College District by mobilizing both financial and human resources in order to ensure the success of the West Valley Joint Community College District in serving the public through the utilization of proper facilities and creation of programs that enhance community life, including programs that enrich educational,

cultural and community service opportunities.” The By-Laws specifically forbid the use of resources for political ends.

The Land Corporation Foundation is an outstanding success and has been described as a “jewel of an opportunity” for the District. Since incorporation 25 years ago, the Land Corp has provided tens of millions for projects and scholarships and serves as a model for other colleges on how to convert college resources into dependable revenue streams.

The Strategic Planning Process

In August 2010, the West Valley – Mission Community College District (WVMCCD) issued a request for qualifications and fee proposals (RFP #6-1011). The District desired to undertake a strategic planning process to guide future program and fiscal decision-making. The College Brain Trust (CBT) responded to the RFP on September 15, 2010, and was selected by the WVMCCD Board of Trustees as the consulting group charged to lead the effort. The CBT team and their individual responsibilities are listed below:

Shirley J. Kelly, Ed.D.
President, College of San Mateo (Ret.)
Dr. Kelly served as Project Leader.

Robert Gamble
Managing Partner, Innovation Foundry
Mr. Gamble was responsible for the area of workforce needs analysis. His role was to examine, analyze, and interpret workforce data and to talk to potential employers.

Patricia L. Griffin, Ph.D.
Vice President, Student Services, College of San Mateo (Ret.)
Dr. Griffin examined selected student services programs at the two colleges to determine how these programs can support and serve changing instructional programs.

Cy Gulassa
Faculty Member, Foothill College (Ret.)
Mr. Gulassa examined recommendations for their impact on faculty.

Randal Lawson
Executive Vice President, Santa Monica College
Mr. Lawson was responsible for a comprehensive review of internal data on enrollment, FTES, student demographics, etc. His areas of the study included Educational Trends and Analysis, Enrollment Trends and Analysis, and Enrollment Projections and Strategies.

Darroch (Rocky) Young
Chancellor, Los Angeles Community College District (Ret.)
Mr. Young served as Strategic Advisor to the project.

The team began its work in October 2010, with a thorough review of the documents and data provided by the District. In addition, data from the California Community Colleges Chancellor's Office and workforce data from the region were examined.

Data analysis was carried out during October and November. This project utilized and built on the previous work of the College Brain Trust and the Clarus report. Thus, this is the third in a series of reports that will give direction for the future of the District. The members of the team identified preliminary findings and recommendations during this time. The findings were refined during December and January, and writing of the first draft began. The District provided suggestions and input during several meetings of team members and District staff (see below). The final draft was completed in early March. The Project Leader attended the following District meetings to explain the process, share preliminary findings, and obtain input:

October 13, 2010	District Council/DBAC
December 12, 2010	Board of Trustees Meeting
December 13, 2010	District Council/DBAC (with Randal Lawson)
February 1, 2011	Board of Trustees Meeting (with Robert Gamble)
February 22, 2011	District Council/DBAC

Sources of Information

Educational and enrollment trends and analysis

West Valley-Mission Community College District

CC Brain Trust Organizational Review Matrix—March, May 2009;
October, December 2010
CC Brain Trust Organizational Review Report—2008
CCC Chancellor’s Office Data Mart—FTES (2001-2010)
CCFS-320 Annual Reports—2007-2008, 2008-2009, and 2009-2010
Clarus Report Executive Summary—2009
District Strategic Plan—2001
Meeting with career/transfer student services staff –
West Valley and Mission Colleges (January 18, 2011)
U.S. Census Bureau 2009 Quick Facts—Santa Clara County

West Valley College

Accreditation Documents:

Institutional Self-Study (2007)
Visiting Team Evaluation Report (2008)
Follow-Up Report (2009)
Midterm Report (2011)
CC Brain Trust Organizational Review Audio Presentations—2008
CCC Chancellor’s Office Data Mart—FTES (2001-2010)
CCC Chancellor’s Office Data Mart—FTES by TOP Code (2008-2009 and
2009-2010)
CCFS-320 Annual Reports—2007-2008, 2008-2009, and 2009-2010
Certificates and Degrees—2010-2011
Educational and Facilities Master Plan—2009
Fact Book (2009)
Student Demographic Information—2008-2009
Student Enrollment Information—2008-2009
Institutional Research Enrollment Data by Division—2008-2009
Interview—President Lori Gaskin (November 18, 2010)
Our Vision, Our Mission, Our Future (Dr. Lori Gaskin, 2010)
Phone Conversations with President Lori Gaskin
Program Review Results—2009-2010
Transfer Student Performance Data (2010)

Mission College

Accreditation Documents:

- Institutional Self-Study (2007)
- Visiting Team Evaluation Report (2008)
- Follow-Up Report (2009)
- Follow-Up Report (2010)
- Midterm Report (2011)
- CCC Chancellor's Office Data Mart—FTES (2001-2010)
- CCC Chancellor's Office Data Mart—FTES by TOP Code (2008-2009 and 2009-2010)
- CCFS-320 Annual Reports—2007-2008, 2008-2009, and 2009-2010
- Certificates and Degrees—2010-2011
- Cognos Enrollment Reports—2009-2010; Fall 2010
- Educational and Facilities Master Plan—2007 Institutional Research Enrollment and Productivity Data (2001-2008)
- Institutional Research Student Demographic Data (2001-2008)
- Interview—President Laurel Jones (November 18, 2010)
- Phone Conversations with Vice President Norma Ambriz-Galaviz
- Program Review Results—2009-2010
- Transfer to UC and CSU Data—2005-2010

Workforce data and analysis

Interviews

- Dr. Lori Gaskin, West Valley College
- Dr. Laurel Jones, Mission College
- Frank Kobayashi, West Valley College
- Kris Stadelman, NOVA WIB
- Jeff Ruster, Silicon Valley Workforce Investment Network
- Gina Wellmaker, Radford Consulting
- Kara Gross, Joint Venture Silicon Valley
- Greg Springer, Apple Computer
- Kathy Ricossa, Kaiser
- Janice Shiver, California LMIS
- Dr. Tamara Goetz, State of Utah (InnovaBio)

Source Material

State of California Labor Market Information Division
2008-2018 Santa Clara and San Benito Counties Projection
2008- 2018 San Jose-Sunnyvale-Santa Clara MSA Industry Employment
Projection
San Jose-Sunnyvale-Santa Clara MSA Industry January Press release
California Labor Market Review
2010 Bay Area Regional Profile
Santa Clara 2010 Health Profile

Educational Trends and Analysis

The West Valley-Mission Community College District has a largely urban and suburban service area that includes much of Santa Clara County and portions of Santa Cruz County, although both colleges currently serve a majority of students coming from outside the specific district boundaries. This is quite typical of urban community college districts since the advent of “free flow” in the late 1980s.

The population of Santa Clara County is just under 1.8 million, having grown approximately 6% over the last ten years—a growth rate that lags behind the 9% increase in the population of California. This population is increasingly diverse ethnically, with the largest segments being White (37.2%), Asian (31.7%), and Hispanic (26.3% and the fastest growing segment); 83.4% of persons over twenty-five years of age are high school graduates, and 40.5% hold a baccalaureate or higher degree. A language other than English is spoken in the homes of approximately 45% of the population. Significant change in the demographics of the adult population is expected, as the White population shows no growth and there are proportional increases in the Asian/Pacific Islander and Hispanic segments. By 2050, the majority of adults in the County will be Hispanic.

The Silicon Valley area has experienced significant economic change in recent years. The dot.com collapse has intensified the impact of the national recession. Additionally, the fact that the area has become one of the costliest places in the United States to live and do business has given rise to outsourcing and off-shoring of jobs in manufacturing, customer service, information technology, and shared services. These factors create a particularly challenging educational environment at a difficult time when state funding for education is decreasing. In the long term, however, the Center for Continuing Study of the California Economy predicts job growth for skilled employees over the next ten years.

Within the geographic boundaries of the West Valley-Mission Community College District are the areas served by the Campbell Union High School, Los Gatos-Saratoga Joint Union High School, and Santa Clara Unified School districts. Public K-12 school enrollments are decreasing, with an additional 1.4% decline predicted over the next five years despite the forecast that the statewide enrollment decline will reverse itself in the same time period. The number of public high school graduates is expected to decline by about 1.2% over the next five years in marked contrast to the 4.5% statewide decline predicted. Demographics within the K-12 population continue to change, with a significant increase in the number of Hispanic students. It is predicted that, in five years, more than half of K-12 students will be of Hispanic background.

In the general area from which the West Valley-Mission Community College District draws students, there are five other community college districts—Foothill-De Anza, Gavilan, Ohlone, San José-Evergreen, and San Mateo. Intense enrollment competition exists among the total of eleven community colleges within this fairly small geographic region, and the two West Valley-Mission Community College District institutions, Mission College in particular, have struggled for enrollments in this highly competitive environment. This situation has been exacerbated by the financial loss the District suffered during 2007-2008 for noncompliant FTES reporting related to its “Hours by Arrangement” practices. The Chancellor’s Office gave the District the opportunity to restore its base funding amount incrementally by allowing it to replace this FTES with true enrollment growth by the end of 2009-2010. Ironically, the state economic downturn has worked to the District’s advantage. Capped enrollments at most of its competing institutions created an environment in which the District’s growth strategies had the best chance to be effective, and these FTES recovery strategies proved to be successful. However, when the economy rebounds, the highly competitive environment will return, and the two colleges must develop and implement significant initiatives and sound enrollment management practices to maintain student enrollment and take advantage of future growth funding opportunities. Addressing this crucial issue is central to this strategic planning effort.

Enrollment Trends and Analysis

West Valley College

In Fall 2008, West Valley College had a headcount enrollment of 10,564, a 3.7% increase over the enrollment in Fall 2007. White students comprised 58% of the total enrollment; Asian/Pacific Islander students 20%; Hispanic students 16%; and African American students 4%. There is a definite demographic shift occurring, with the most significant changes since Fall 1997 being a 5.3% increase in the Hispanic percentage and a 3.5% decrease in the percentage of White students. Just over 80% of students attended the College during the day, and about the same percentage of students were part-time. Sixty percent of students were twenty-five years of age or younger, 58% were female, and 52.7% were enrolled in 6.5 or more units. Slightly more than 55% of students attending West Valley College resided outside district boundaries.

The College suffered a steady decline in headcount enrollment between 2003 and 2006, dropping from 10,505 in Fall 2003 to 9,830 in Fall 2006—a 6.4% decline. This trend began to reverse during 2006-2007, but headcount enrollment did not reach the Fall 2003 level again until Fall 2008. As would be expected, there was a decline in FTES that paralleled that of headcount enrollment between 2003 and 2006. However, the recovery of FTES lagged slightly behind that of headcount. This can be attributed to the correction of noncompliant FTES reporting practices regarding “Hours by Arrangement,” which had overstated the WSCH produced by associated course sections. By 2008-2009, FTES recovery efforts brought the College to a level slightly above that of 2002-2003, the year before the decline began. For 2009-2010, West Valley College reported 9502.28 FTES.

Mission College

In Fall 2007, Mission College had a headcount enrollment of 9,404, a 3.14% increase over the enrollment in Fall 2006. Asian/Pacific Islander students comprised 53.6% of the total enrollment; White students 21.2%; Hispanic students 18.2%; and African American students 5.1%. A demographic shift is occurring, with the Hispanic student population growing (2.1% from Fall 2001 to Fall 2007) and the Asian/Pacific Islander student population declining (3% from Fall 2001 to Fall 2007). The College has also experienced a shift in student attendance patterns, from being primarily an evening campus to a campus serving day students at a higher rate than evening students. In Spring 2001, 53% of students attended evening classes only. By Spring 2007, this percentage had dropped to 27%, and the percentage of students attending day classes only had increased from 15% to 38%. In Fall 2007, 77.8% of students attended the College part-time; 45% were twenty-

five years of age or younger; 56.9% were female; and 46.3% were enrolled in 6.5 units or more; 76% of Mission College enrolled students came from outside the district boundaries.

The College experienced a significant decline in headcount enrollment between 2002 and 2005—dropping from 10,594 in Fall 2002 to 8,700 in Fall 2005, a 17.9 % drop. This trend began to reverse in Fall 2006. However, the parallel decline in FTES continued because, beginning in 2006-2007, a large amount of FTES that had been produced through noncompliant “Hours by Arrangement” practices was disallowed by the Chancellor’s Office. (This was a much bigger issue at Mission College than at West Valley College.) In fact, the reported FTES of 6807.91 in 2007-2008 was the lowest since 2001-2002. FTES recovery efforts have brought the College back almost to the 2005-2006 level. For 2009-2010, Mission College reported 7786.08 FTES.

District FTES

Reviewing the FTES history of the West Valley-Mission Community College District for the last ten years resembles the experience of a rollercoaster ride. A period of significant growth from 2001-2004 was followed by a sharp decline between 2004 and 2006; further decline occurred between 2006 and 2008 as a result of removing the disallowed “Hours by Arrangement” FTES; and a significant increase occurred between 2008 and 2010 as the colleges were permitted to restore FTES up to the amount that had been disallowed. (The FTES margin between the highest and lowest years is significant, equaling close to 20% of the District’s actual 2009-2010 FTES.) According to the Chancellor’s Office 2009-2010 Second Principal Apportionment Report, the District managed to restore all but 312.13 of its 1,856 credit FTES goal by the June 30, 2010, deadline imposed by the Chancellor’s Office. Total funded FTES for 2009-2010 was 17,181.12 (16,159.32 credit and 1,021.8 noncredit). The system-wide workload reduction resulted in 83.23 of the FTES actually restored by the colleges being unfunded for 2009-2010.

The “Hours by Arrangement” issue is an example of a short-term solution that can create a long-term problem. When faced with the funding/FTES challenges created by this practice, the District wisely sought external assistance. Both the Clarus Report and the report prepared by the previous College Brain Trust consultants contain recommendations that can contribute to the long-term health and stability of the two colleges. Clearly, the colleges have begun to implement the recommendations, and this has contributed to the successful restoration of a very large amount of FTES in a very short time. It is extremely important for the colleges

to understand, however, that they were accomplishing this restoration effort in absolutely the best possible enrollment environment. Of the five locally competing districts, only one—San José-Evergreen—has been in any position to increase enrollment. All of the others, including the toughest competitor, Foothill-De Anza, have been in the mode of controlling unfunded FTES rather than actively recruiting students. Therefore, West Valley College and Mission College have had the advantage of being able to attract students who are being turned away by competing colleges as well as those redirected from the University of California and the California State University systems. It is highly important for the District to continue its leadership in implementing the previously recommended long-term strategies, even under current conditions, in order to maintain its enrollment base when the environment becomes competitive once again.

For the last two years, State Chancellor Scott has established course scheduling priorities for the community colleges: specifically, that the colleges should be

WEST VALLEY-MISSION CCD FTES—2001-2010				
	West Valley College	Mission College	District	% Change
2001-2002	9,024.62	6,680.49	15,705.11	
2002-2003	10,249.75	6,997.27	17,247.02	9.82%
2003-2004	9,593.34	8,960.24	18,553.58	7.58%
2004-2005	9,382.88	8,236.87	17,619.75	-5.03%
2005-2006	9,196.40	7,927.04	17,123.44	-2.82%
2006-2007	9,280.45	7,791.21	17,071.66	-0.30%
2007-2008	9,732.16	6,928.86	16,661.02	-2.41%
2008-2009	10,826.02	8,126.93	18,952.95	13.76%
2009-2010	10,505.29	9,362.31	19,867.60	4.83%

(Source of Data—CCC Chancellor's Office Data Mart)

focusing on courses supporting the core missions of transfer, career technical education, and basic skills. The discipline most targeted as an example of falling outside of these priorities is Physical Education, and there has been outrage expressed by the Legislature, the Department of Finance, and the Legislative Analyst's Office that Physical Education is currently the third largest discipline in terms of annual community college FTES. For the West Valley-Mission Community College District, Physical Education was the largest discipline in both 2008-2009

and 2009-2010. (This is based upon data from the Chancellor's Office Data Mart.) Although both colleges reduced physical education offerings in 2009-2010, this issue still requires immediate attention. Aside from the fact that it is important for the colleges to be responsive to the course scheduling priorities established by the State Chancellor to address the student access issues created by the current economic environment, there are immediate practical considerations. Over the last two years, there have been legislative proposals to defund or reduce funding for physical education offerings. (One proposal was to fund credit physical education offerings at the noncredit rate.) So far, the Chancellor has prevailed in convincing the legislature that the community colleges will "police themselves." Chancellor's Office data, however, indicate that this has not occurred, at least not to the extent necessary. Therefore, it is highly likely that there will be forced reductions either from within the system or through legislative action. West Valley College and Mission College need to address this issue immediately to avoid having what might be a punitive solution imposed upon them.

Enrollment Projections and Strategies

District FTES

The state of the California economy and its impact upon funding for the California Community Colleges are going to be far more important factors in projecting community college enrollments over the next five years than adult population growth, high school graduation rates, participation rates, and other statistics commonly used for such projections. It is likely that community colleges will continue to experience unprecedented student demand and lack of funding to address this for some time to come. Since the projections below are based upon economic and political factors, they amount to just one of many possible scenarios based upon what is known at the present time. However, in the current environment, a traditional scientific approach will simply not result in meaningful projections.

Governor Brown's January 2011 Budget Proposal includes a \$400 million reduction in apportionment funding for the community colleges, along with an increase in the enrollment fee from \$26 to \$36 per unit. Although the proposal includes language that indicates that the \$400 million reduction will be accomplished through census date reform, the common wisdom is that this methodology will be "dead on arrival" in the Legislature and that a workload reduction approach will be used instead. It is estimated that the West Valley-Mission Community College District's share of the \$400 million reduction will be approximately \$4.4 million. This would translate into a workload reduction of approximately 1,002 FTES (907 credit, 95 noncredit) for 2011-2012. The projections are based upon the following assumptions:

The District's 83.23 unfunded credit FTES will be added to the revised 2009-2010 base before applying the 2.21% growth in calculating the 2010-2011 base. (Although unfunded because of the 2009-2010 workload reduction, this was part of the restoration amount per the agreement with the State Chancellor's Office.)

The statewide reduction in apportionments will be \$400 million, and it will be implemented through a workload reduction. (Built into the Governor's proposal is the assumption that both the legislature and the voters will support a June 2011 ballot initiative to extend tax increases. If this does not occur, the reduction will be far more severe.)

When additional funding becomes available in future years, it will be used to restore the 2011-2012 workload reduction completely before being

distributed through the growth mechanism. This assumption is particularly crucial for the West Valley-

Mission Community College District, since its current growth rate is only 1%. If new funds are distributed through growth, the workload reduction will be, for all practical purposes, essentially permanent for the District. This would produce a very difficult situation and underlines the importance of the work to ensure restoration.

The economic outlook will improve to the extent that there will be some new funding for the community colleges in 2012-2013, and the workload reduction will be restored over a three-year period. (If there is further delay, it is possible that making progress toward restoration of the workload reduction will be the only funding improvement over the next five years.)

Funded growth of 1% is assumed for the final year.

It is recommended that the District maintain a “cushion” of approximately 1% unfunded FTES throughout this period so that it will have a “head start” the first year growth is funded. (It should be noted that this only works if it can be accomplished through efficiency of operations rather than additional expenditure of funds.)

WEST VALLEY-MISSION CCD FTES PROJECTIONS				
	Credit	Noncredit	Total	Unfunded
2009-2010 (P2)	16,159.32	1,021.80	17,181.12	83.23
2010-2011 (Projected)	16,601.51	1,044.38	17,645.89	0.00
2011-2012 (Projected)	15,694.25	949.47	16,643.72	166.44
2012-2013 (Projected)	15,996.67	981.11	16,977.78	169.78
2013-2014 (Projected)	16,299.09	1,012.74	17,311.84	173.12
2014-2015 (Projected)	16,601.51	1,044.38	17,645.89	176.46
2015-2016 (Projected)	16,767.53	1,054.83	17,822.35	0.00

Without question, this outlook is sobering, and the budget challenges it introduces are immense. It does provide the District, however, with some unique planning opportunities. In an environment in which the competition for enrollment that has traditionally consumed the colleges should be virtually nonexistent, the District can focus on assisting the colleges in establishing course scheduling priorities that are in sync with those mandated by the State Chancellor to ensure that as many students as possible have access to the courses needed to achieve their transfer, degree, certificate, and basic skills goals. As reductions and subsequent restorations are made to the course offerings, the decisions can be made on the basis of these priorities rather than “chasing FTES” to compete with the District’s many neighboring colleges. This can also be an ideal time for the District to provide leadership in dealing with the previously unaddressed issue of what the relative size of the two colleges should be. As difficult as these discussions may be, developing and implementing a coherent plan will contribute significantly toward the long-term health and stability of both colleges. Also, both colleges will have an extended period of time to live in the more efficient operating environment they are currently experiencing. There should be absolutely no under-enrolled classes in this new environment. It is hoped that operating in this manner for an extended time will result in a cultural change with regard to embracing sound enrollment management practices and will prevent the “quick fix” approach in the future when the more competitive environment returns. The continuation of work as recommended in the previous CBT report is critical. Finally, the District can use this time to plan for the future implementation of the many fine marketing and communication recommendations in the Clarus Report.

The highly competitive student recruitment environment is further complicated by the fact that the actual service area for the two colleges differs significantly from the area within the district boundaries. Both colleges serve a significant majority of students who do not reside in the District, and this also indicates that many students in the District are choosing to attend colleges in other districts. Although achieving better name recognition will be an important first step for the two institutions, this is not enough. Both West Valley College and Mission College have the challenge of determining a reason why students should choose them over other colleges in the service area and developing these reasons into individual unique identities that can become the “face” of communication and marketing strategies. These identities and messages will help focus efforts to reclaim students from within the district boundaries, but using them effectively will be absolutely essential in establishing and maintaining a consistent positive image in the greater service area. Within the District, the colleges will have access to the complete palette of high school

outreach, marketing, and advertising tools. Recruitment activities outside of the district boundaries are highly restricted by the provisions of Education Code §78032, so the image and message must become the focus of subtler means of communication and public relations opportunities that can lead to recruitment. It is highly important for both colleges to thoroughly understand the restrictions imposed by Education Code §78032 and practices and activities that are permissible. (For example, colleges are free to communicate with current and past students who come from outside the District.) Given the number of colleges in the area and the history of intense competition, it may also be helpful for the District to work directly with the competing college districts in the area to arrive at a mutual understanding of how they will all comply with this law.

Strategies for West Valley College

West Valley College has a strong internal identification as a transfer institution, and it has a very respectable transfer record that supports this identity. It seems, however, that this identity has never been communicated effectively beyond the college community. As referenced in the Clarus Report, even within its own district, West Valley College is less well known than De Anza College, and those who are aware of the College tend not to be aware of anything distinctive about it. This lack of name recognition and association with quality has been a significant disadvantage for the College in attracting and maintaining an appropriate share of students in an extremely competitive enrollment environment. During the current respite from competition for students, the College needs to prepare for the future by developing an appropriate and consistent “message” to communicate its transfer success and promote the programs, articulation agreements, and other tools it has put into place to facilitate transfer. Once the “message” has been developed, the College needs to consider the various marketing and communication recommendations in the Clarus Report and begin to plan for the future implementation of the recommendations determined to have the highest priority.

In order to live up to the image it wishes to project, West Valley College needs to address quickly and meaningfully some longstanding issues related to course offering priorities and enrollment management. In the position paper introducing her Our Vision, Our Mission, Our Future initiative for 2010-2011, West Valley College President Lori Gaskin states:

At West Valley College, we need to focus our broad mission (as the state has already begun doing for us) and recognize that we simply can't sustain both quantity and quality across a wide spectrum of programs and

services...I would also like to see us grapple with an all important issue: ensuring and maintaining academic quality in the face of pressure for greater productivity. We must be able to find a long-term, sustainable balance between academic quality and fiscal efficiency.

In this excerpt, Dr. Gaskin introduces two very important goals that need to be embraced and supported by the West Valley College community. In its recent history, the College has all too often resorted to “quick fixes” as short-term solutions for immediate enrollment challenges and has placed too little emphasis on establishing long-term priorities consistent with the type of institution it strives to be. In 2008-2009, Physical Education was responsible for 13.61% of the College’s FTES; in 2009-2010, this dropped only slightly to 13.25%. For both years, enrollments in Physical Education exceeded the enrollments in English and ESL combined. As previously stated, the State Chancellor has already established scheduling priorities for the community colleges and has identified Physical Education as the primary example of a discipline that does not fall within these priorities. As the College enters this new period of workload reductions followed by subsequent restorations, it needs to seize the opportunity to reshape the course offering so that it focuses on the priorities of transfer, career technical education, and basic skills, and significantly reduces the offerings in Physical Education and other disciplines for which the enrollment is primarily the result of personal interest.

West Valley College must also focus intently upon improving its course scheduling and enrollment management processes. The procedures and practices in place for both West Valley College and Mission College have made it extremely difficult to achieve and sustain efficiency. The decision-making process seems to be cumbersome. The team recommends that the process be examined and streamlined. In addition, responsibility for setting and achieving reasonable efficiency goals should be assigned to specific individuals. A reasonable WSCH/FTEF number for the College would be 595 (average class size of 35). Between Fall 2005 and Spring 2009, WSCH/FTEF for West Valley College ranged from 496.5 (average class size of 29.2) to 573.5 (average class size of 33.7). It should be noted that, when the colleges adopted the compressed calendar, they failed to adjust the WSCH/FTEF goal from the traditional 525 to the 595 goal that is appropriately adjusted for the shorter semester and elongated class meeting times. However, in two of the eight semesters during this time period, the College did not even achieve the goal of 525 WSCH/FTEF. For the future, West Valley College needs to strive for a WSCH/FTEF of 595 or above every semester. Since current contractual provisions dictate establishment of WSCH/FTEF goals at the division/department level, central

instructional planning efforts must ensure that the sum of the parts will deliver the desired whole.

Previous consultants have made recommendations for changes in the administrative structure to address these issues, and, clearly, such structural adjustments would be the most efficient and effective solution if institutional culture permits. Absent such a change, even the current cumbersome process could produce better results if all participants are trained in sound enrollment management principles and in using data to address, predict, and respond to student needs and interest during the scheduling and enrollment periods. To make this happen, responsibility must be taken for achieving institutional “buy-in” that this is crucial for the long-term health of the College.

Strategies for Mission College

Throughout its relatively brief history, Mission College has suffered from its lack of a unique institutional identity to inform and guide both its internal planning and decision-making and its external communication. Coupled with its location in a general service area where it must compete with ten other local community colleges to attract students, this has resulted in repeated patterns of struggling to recruit and retain students. The “Hours by Arrangement” issue is the most recent example of how the long-term consequences have completely eradicated any short-term gains. Although both colleges in the district were involved, the practice was far more prevalent at Mission College, and the resulting consequences were, therefore, much more severe.

A high school student scan conducted in conjunction with the recent Clarus marketing study revealed that, within the College’s own service area, only 8.5% of the participants identified Mission College when asked to list colleges in the area, as compared to 44.7% for De Anza College and 25.5% for Foothill College. The Clarus Report also makes it perfectly clear that existing communication strategies have failed to provide prospective students reasons to choose Mission College over any of the ten other area community colleges. In fact, it seems that even the basic message that students can achieve their transfer and/or career technical goals at Mission College has not been successfully communicated.

Perhaps as a result of the recent economic chaos in the Silicon Valley, Mission College’s student population has changed dramatically in recent years, and it continues to do so. Formerly, the College primarily served evening students with retraining and lifelong learning goals. It is now serving a predominantly daytime student population and attracting students of more traditional college age who are pursuing typical community college goals, transfer in particular. Mission College

needs to capitalize upon this natural development by implementing strategies to facilitate the success of this new student population so that it can establish itself as a full-service community college. Unquestionably, Mission College boasts a fine faculty and staff and offers a variety of educational programs, a few of them even unique in the area. It needs to move quickly to determine which of these “best kept secrets” can contribute to the development of a unique institutional identity—something that has yet to happen in its thirty-two years of existence. Once this is determined, the College can proceed with the many strong marketing recommendations in the Clarus Report. In the meantime, simply developing and communicating a focused message that Mission is a full-service community college will provide a strong foundation for future more targeted marketing strategies. Fundamental to the success of these endeavors is being absolutely certain that the College will be able to deliver on any promises it makes. This will involve fairly significant changes in communication to develop a true “customer service” approach in its dealings—both live and virtual—with students, and building and delivering course schedules based upon student need and demand rather than institutional history and convenience.

Since the transfer function is an important component of being known as a full-service community college, Mission College needs to take immediate steps to improve and enhance transfer education programs and services to be sure that the College is able to live up to the promises it is making to students. This is not a recommendation for Mission College to pursue a “transfer college” identity, since it is imperative that it develops a unique identity that differs from that of West Valley College, but merely a recommendation to ensure the viability of its transfer function.

First, attention needs to be paid to the general education course offering to be sure that it is of sufficient size, quality, and consistency from semester to semester for students to be assured that they can meet their transfer requirements in a timely manner. One of the primary reasons students, particularly those with a goal of transfer, leave one institution for another is the experience of having difficulty getting the courses they need to make progress toward achieving their goals, and the “word of mouth” that results from such negative student experiences can create permanent damage to the reputation of an institution. At Mission College, it will likely be necessary to devote a larger portion of the course offering to general education courses. (This will have the added benefit of enhancing enrollment stability, since general education courses tend to have larger class sizes and make fewer equipment and specialized facilities demands than other offerings.) Since CSU has been the primary destination for Mission College transfer students, the College should also consider quickly adopting and gaining approval to offer the statewide model curricula—in majors and areas of emphasis appropriate for Mission

College—for the new SB 1440 transfer degrees—in order to benefit from the initial statewide promotion for this new student transfer pathway. Attention also needs to be paid to transfer services, particularly to ensuring that current and accurate information is readily accessible both at physical locations and on the college website. It may be beneficial for Mission College student services personnel to study the services offered by colleges with especially strong transfer reputations, such as Santa Monica College and De Anza College, to see which of their programs might be adapted to fit the needs and resources of Mission College. Frequent, regularly scheduled transfer workshops are common to most such institutions to promote a “transfer culture,” and Mission College transfer counselors should be supported in providing these.

Like West Valley College, Mission College has all too often in its recent history resorted to “quick fixes” as short-term solutions for immediate enrollment challenges and has placed too little emphasis on establishing long-term priorities consistent with the type of institution it strives to be. Mission College has experienced a greater struggle for enrollment and has never really developed an identity to guide its institutional planning. As a consequence, both the questionable strategies and the results have been even more extreme than those at West Valley College. At Mission College Physical Education is the discipline with the largest enrollment. In 2008-2009, Physical Education was responsible for 11.66% of the College’s FTES; in 2009-2010, this dropped to 9.61%, but still surpassed the enrollment in Mathematics, the second-largest discipline. The current level is excessive by almost any standard. As previously stated, the State Chancellor has already established scheduling priorities for the community colleges and has identified Physical Education as the primary example of a discipline that does not fall within those priorities. As the College enters this new period of workload reductions followed by subsequent restorations, it needs to seize the opportunity to reshape the course offering so that it focuses on the priorities of transfer, career technical education, and basic skills, and significantly reduces the offering in Physical Education and other disciplines for which the enrollment is primarily the result of personal interest and the offering’s size the result of historical “chasing FTES” efforts.

Mission College must also focus intently upon improving its course scheduling and enrollment management processes. The procedures and practices in place for both West Valley College and Mission College have made it extremely difficult to achieve and sustain efficiency. The decision-making process seems to be cumbersome. The team recommends that the process be examined and streamlined. In addition, responsibility for setting and achieving reasonable efficiency goals should be assigned to specific individuals. A reasonable WSCH/FTEF number for the College

would be 595 (average class size of 35). In Spring 2008, WSCH/FTEF for Mission College was 441.8, and the course fill rate was 50.8%. Between Fall 2005 and Spring 2008, WSCH/FTEF for Mission College ranged from 441.8 to 513.8, and average class size ranged from 16.9 to 21.9. A single-college community college district operating at this efficiency level over an extended time period simply could not survive. As previously noted, when the colleges adopted the compressed calendar, they failed to adjust the WSCH/FTEF goal from the traditional 525 to the 595 goal that is appropriately adjusted for the shorter semester and elongated class meeting times. During these six semesters, however, Mission College never even achieved the goal of 525 WSCH/FTEF. For the future, Mission College needs to strive for a WSCH/FTEF of 595 or above every semester. Since current contractual provisions dictate establishment of WSCH/FTEF goals at the division/department level, central instructional planning efforts must ensure that the sum of the parts will deliver the desired whole. The previous CBT report detailed the necessity of improving productivity. The recommendations from that source need to continue to be implemented.

Previous consultants have also made recommendations for changes in the administrative structure to address these issues, and, clearly, such structural adjustments would be the most efficient and effective solution if institutional culture permits. Mission College is commended for its recent efforts to address these structural problems through the reorganization of departments and divisions and the creation of new instructional dean positions, but it remains to be seen whether college culture will permit these efforts to result in fundamental change. Absent such change, even the current cumbersome process could produce better results if all participants are trained in sound enrollment management principles and in using data to address, predict, and respond to student needs and interest during the scheduling and enrollment periods. To make this happen, responsibility must be taken for achieving institutional “buy-in” that is crucial for the long-term health of the College. President Laurel Jones and Vice President of Instruction Norma Ambriz-Galaviz recently began to address this by scheduling an enrollment management workshop delivered by a consultant in October 2010 for key administrators, faculty leaders, and managers involved in course scheduling and enrollment processes.

Enhancing and supporting instructional programs

West Valley College

In order to ensure that West Valley College maintains and continues to enhance its reputation as a transfer institution in an extremely competitive community college environment, it must constantly strive to provide an educational experience that lives up to current student expectations. In recent years, technology-enhanced delivery of instruction has quickly become standard in replacing the traditional “lecture and chalkboard” approach to the general education experience. Through the support of local bond funds and the Land Corporation, the College has made great progress both in adding multimedia classrooms in the Fox Center and other new and renovated facilities, and in providing SMART classroom capabilities for a number of existing general lecture classrooms. The Land Corporation should consider completing the latter effort by supporting conversion of the remaining general lecture classrooms to SMART classrooms, at least at the most basic level (computer, Internet access, projection capabilities). There is simply no other single investment that will have a greater impact on as large a number of students for many years to come. It must be noted, however, that proceeding with this initiative will introduce significant maintenance and upgrade costs that will be difficult for the District to assume in the current environment of significantly reduced state funding. Therefore, the Land Corporation should also provide an annual supplement to the District’s instructional technology maintenance budget until state funding can support such costs. This will serve to ensure the permanency of the enhanced student experience and protect the initial investment.

In reviewing enrollments over the last several years, the Music Department stands out as having experienced consistent and significant increases in enrollment. This can be attributed largely to the introduction of a series of commercial music classes to the course offering. The College needs to take advantage of this enrollment surge by supporting the department in taking the next step of developing and gaining state approval for a full-fledged career technical program in Commercial Music. Central to the State Chancellor’s Office program approval process for career technical programs is a labor market study to ensure that such programs are appropriately focused toward job training and that there will be jobs for student completers. The Land Corporation should consider providing one-time funding for consulting services to assist the Music Department faculty in conducting a labor market study and in analyzing the resulting data. This will be invaluable in ensuring that the program is developed with an appropriate job-training focus and will receive Chancellor’s Office approval. In its 2009-2010 program review, the Music

Department has prepared a thoughtful list of needed enhancements for the existing digital music lab and other potential facilities modification and equipment needs. The Land Corporation should also consider providing funding assistance toward fulfilling these requests, provided that they prove to be consistent with appropriately supporting a fully developed career technical program in Commercial Music. In developing the program, the Music Department should take advantage of a thorough review of existing programs at other institutions. For example, the program at Citrus College in southern California is among the most highly regarded.

The Architecture and Interior Design programs are strong existing career technical programs with stable enrollments. (Although the enrollments in Interior Design have dropped from their highest level in Fall 2005, they seem to be stabilizing at a consistent and manageable level.) Through the 2009-2010 program review process, both programs have indicated that they are using CAD software at the 2006 version of the “industry standard” AutoCAD program, when the 2010 version is in demand. Also, the same software company has produced “Revit Architecture Software that aims to streamline the process of architectural design drawing and drafting,” and there is a rapidly growing demand for training with this software. The Land Corporation should seriously consider funding these software licenses and whatever hardware upgrades might be necessary to support them, particularly since the licenses can be shared by the two programs. Such an investment will enhance the Architecture program’s current efforts to renew key articulation agreements with four-year institutions and the Interior Design program’s goal to seek a new external accreditation to replace CIDA accreditation, which has long been a distinction for the program, but expires in 2013 and will no longer be available to community colleges. Also, both programs are commended for their plans and current efforts to incorporate sustainable technology into their curricula, and the College should support the work of the programs to maintain currency in this area.

Student services and instruction appear to work well together at West Valley College. While transfer services seem to have provided adequate support for the transfer function, the College should continually review its efficacy to ensure that these services are addressing the challenges created by the impact of significantly reduced state funding for higher education. For example, it is likely that a reduction in available UC and CSU transfer slots will result in the need to focus more on transfer opportunities at private institutions and out-of-state public institutions than in the past. With regard to career and technical programs, much of the advisement, internships, work experience, and job placement fall largely to

instructional faculty and, to some extent, to the students themselves. The program review reports of most career and technical programs confirm this fact and submit that this situation results in these functions being less effective than the faculty would wish and, in some cases, it appears that these functions make demands that exceed what can be shouldered by the faculty. Increased and more innovative use of program advisory boards may be helpful in this regard. While informal faculty advising in career and technical programs is a strength that should be maintained, both instructional faculty and student services staff would welcome more support for students in these programs. The College should investigate avenues for strengthening and, perhaps, centralizing in one physical location, advisement and related functions through the use of career-focused counselors, faculty advisors, and/or paraprofessionals with knowledge of specific career-technical programs. The College might also consider establishing a more formal liaison arrangement between student services staff and instructional faculty for providing increased student support for students in these programs.

Mission College

In order to achieve an image—both internal and external—as a comprehensive community college, Mission College needs to take immediate steps to improve and enhance transfer education programs and services to be sure that the College is able to live up to the promises it is making to students. As stated previously, this is not a recommendation for Mission College to pursue a “transfer college” identity, since it is imperative that the college develops a unique identity that differs from that of West Valley College, but merely one to ensure the viability of its transfer function. First, attention needs to be paid to the general education course offering to be sure that it is of sufficient size, quality, and consistency from semester to semester for students to be assured that they can meet their transfer requirements in a timely manner. As one measure of perceived quality, technology-enhanced delivery of instruction has, in recent years, become standard in replacing the traditional “lecture and chalkboard” approach to the general education experience. Through the support of local bond funds and the Land Corporation, the College has been able to provide SMART classroom capabilities for about half of its existing general lecture classrooms. The Land Corporation should consider completing this effort by supporting conversion of the remaining general lecture classrooms to SMART classrooms, at least at the most basic level (computer, Internet access, projection capabilities). There is simply no other single investment that will have a greater impact on as large a number of students for many years to come. It will also contribute significantly to Mission College’s reputation in serving transfer students.

As noted in the similar recommendation for West Valley College, proceeding with this initiative will introduce significant maintenance and upgrade costs that will be difficult for the District to assume in the current environment of significantly reduced state funding. Therefore, the Land Corporation should also provide an annual supplement to the District's instructional technology maintenance budget until state funding can support such costs. This will serve to ensure the permanency of the enhanced student experience and therefore protect the initial investment.

The Hospitality Management Program, one of Mission College's flagship career technical programs, is in the midst of a significant facility renovation and expansion that includes two fully re-equipped kitchen labs and a third lab dedicated to baking. This program has a fine reputation, enjoys stable enrollments, and has recently made great strides in improving its efficiency (to 667.87 WSCH/FTEF in Fall 2009). It stands to blossom even further with the enhanced capacity and equipment the renovation project will provide. Faculty members have actively engaged students in entrepreneurial activities such as catering services for the College and the surrounding community. The Land Corporation should consider providing one-time funding for consulting services to assist the faculty in developing a business plan in concert with the College's Administrative Services Office to formalize this activity and ensure that appropriate fiscal controls are in place. In addition to providing a "real life" business experience that will be invaluable for students, this activity will serve to promote both the program and the College in the community and to provide some additional funds to support program needs.

Student support services will need to play a vital role in developing a vibrant transfer function at Mission College. It appears that, historically, the College may not have perceived itself as a viable transfer institution, thereby creating for itself a kind of "self-fulfilling prophecy" in terms of its transfer reputation. In order to continue its efforts to reverse this perception, significant attention needs to be paid to transfer services, particularly to ensuring that current and accurate information is readily accessible both physically on campus and on the college website. As stated previously, it may be beneficial for Mission College student services personnel to study the services offered by colleges with especially strong transfer reputations, such as Santa Monica College and De Anza College, to see which of their programs and/or services might be adapted to fit the needs and resources of Mission College, how they are staffed, where they are located on campus, and how they are marketed to students. Frequent and regularly scheduled transfer workshops on various transfer-related subjects – for example, the writing of application essays – are common to most such institutions to promote a "transfer culture," and Mission

College counselors should be supported in order to provide more of these for students. In general, the transition from what has been a more muted approach to an active facilitation of the transfer process needs to continue through a variety of high-visibility activities, including continued outreach to high school students to promote Mission College's transfer function.

Career and technical support services at Mission College also appear to have tended toward the muted, perhaps due to lack of resources—making information available, but leaving it up to students to find and make use of it. For example, job placement services take the form of “self service,” providing a job placement kiosk where students are expected to find jobs on their own. Mission College has a much larger number of individual career and technical degree and certificate programs than most colleges of its size, yet it does not currently host an annual career day. As at West Valley College, program-specific career advisement, internships, work experience, and job placement largely fall to the instructional faculty. While informal faculty advising of various kinds in career and technical programs is helpful, the College should investigate possibilities for strengthening support services and for heightening the visibility of support functions for students enrolled in career and technical programs through the use of counselors and/or paraprofessionals with knowledge of specific career-technical programs, and perhaps a more formalized faculty advisement mechanism. As at West Valley, student services and instruction seem to work well with each other, so again, as at West Valley, Mission College might also consider establishing a more formal liaison arrangement between student services staff and instructional faculty for providing increased student support for students in these programs.

Labor Market Analysis

The West Valley Mission Community College District stands at the heart of Silicon Valley, one of the world's most dynamic economies. It is the birthplace of the modern electronic industry and the hometown of the information age. It lies forty miles south of Biotechnology's birthplace and is part of the world's largest life science cluster. The proximity of these cutting edge technologies has made Silicon Valley a breeding ground for cross platform development in healthcare, communications and commerce. This region's economy, unlike any others, relies on innovation and the highly skilled workforce it takes to keep innovation coming.

However, the region's reliance on innovation and technology has often led to what appears to be a boom-or-bust economy. Even the region's economic transitions are unlike those of other areas and eras. At one time it was thought Silicon Valley's innovation-based economy was "recession proof." While there is no longer any doubt that Silicon Valley's economic prospects are tied to the Nation's economy, the Valley, and most directly its workforce, face a new and somewhat homegrown economic and career threat. The ever-increasing pace of change has made this the "hyper rust belt."

The traditional rust belt of the upper mid-west was based on the decline of the steel, heavy manufacturing and auto industries - industries that had been in place for a hundred years and, in most cases, are still there today. Silicon Valley and its workforce have turned over four or five times in the last fifty years. Just in Mission College's lifetime, and within a mile of the campus, the nation has seen the rise and fall of memory chip manufacturing, with labs running 24 hours a day on nearly every corner. This was replaced by the microprocessor and the development of R&D centers. Buildings that once housed floppy disk manufacturing became home to hard-drive companies and are now home to solar power companies. Each innovation has eclipsed the previous one, leading to a unique boom and bust cycle. The country can experience both boom and bust cycles at the same time. As memory labs closed across the Valley the microprocessor business exploded. As computer manufacturing moved out, internet hardware moved in, followed by software, search engines and social networking. With each of these changes a new set of skills was needed, often dramatically different from those needed by preceding technology. In an economy like this, the demand for education and training provided by the District's colleges is undeniable. The challenge is keeping up with a dramatic pace of change and staying relevant in one of the world's most dynamic economies.

Data

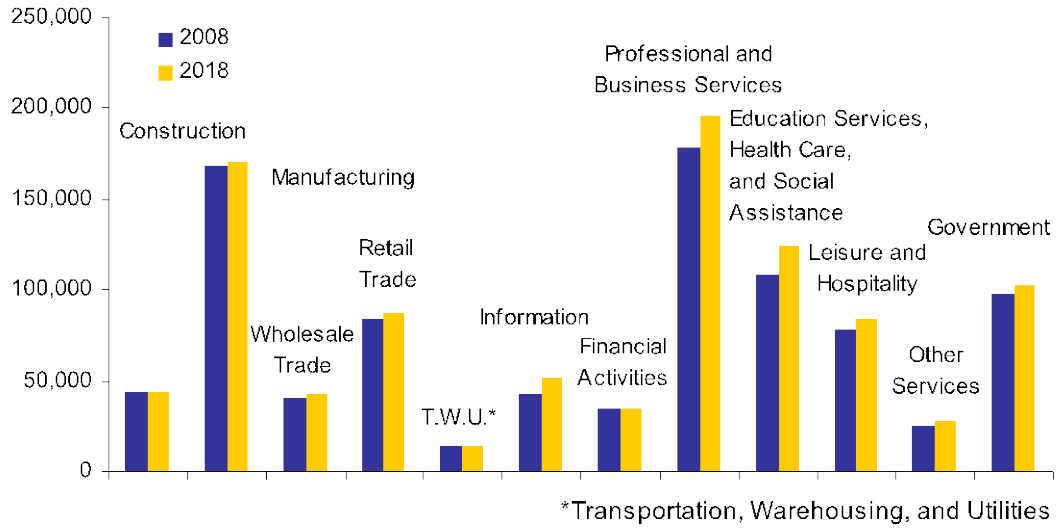
West Valley and Mission Colleges are situated in two different communities but share one economy. WVMCCD lies at the northern end of Santa Clara County and is a part of the SAN JOSE-SUNNYVALE-SANTA CLARA METROPOLITAN STATISTICAL AREA (MSA). Despite what the name implies, the MSA includes all of Santa Clara and San Benito Counties. The State uses this region distinction because, by and large, the region shares the same workforce and economic issues.

The following information is based on the most recent projections developed by the State of California's Labor Market Information Division (LMID). The State develops ten-year projections on two-year cycles. The current projections are for the 2008-2018 period. The 2010 update is not yet available. It is important to note that the 2008-2018 projections include the current recession but do not necessarily represent both the depth and the longevity of the recession. Perhaps the best example of this is the projection for overall growth. LMID anticipates the region will gain 71,900 jobs as total employment increases from 1,005,800 in 2008 to 1,077,700 by 2018, or an increase of 7.1 percent over the 10-year period. The total employment for the MSA as of December 2010 is 859,500. While the specific numbers in the projections are off, with the economy slowly growing again, they do illustrate the general direction of workforce demand and can still be a valuable tool when combined with other sources.

Sector Employment

The Professional and Business Services and Education, Health Care, and Social Assistance industry sectors will lead non-farm employment growth, producing 51 percent of new non-farm jobs. Information is projected to be the fastest growing industry sector, expected to grow at more than three times the 7.1 percent rate for total employment, at 23.2 percent. Financial Activities is the only industry sector expected to decline, with a minimal loss of 100 jobs.

2008-2018 Industry Sector Employment Levels



Source : California Labor Market Division

Occupations With The Most Growth 2008 -2018

San Jose-Sunnyvale-Santa Clara Metropolitan Statistical Area

SOC Code	Occupation	Total Job Openings	Annual Wage 2010		ED
			Hourly	Annual	
41-2031	Retail Salespersons	9,020	n/a	\$21,098	11
41-2011	Cashiers	8,450	\$10.22	\$21,267	11
35-3031	Waiters and Waitresses	7,640	\$9.32	\$19,380	11
15-1031	Computer Software Engineers, Applications	7,370	\$56.39	\$117,299	5
39-9021	Personal and Home Care Aides	7,370	\$12.30	\$25,587	11
15-1032	Computer Software Engineers, Systems Software	6,400	\$60.56	\$125,949	5
11-1021	General and Operations Managers	4,810	\$65.28	\$135,780	4
43-4051	Customer Service Representatives	4,650	\$20.67	\$43,001	10
35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	4,600	\$10.14	\$19,040	11
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	4,310	\$9.33	\$19,400	11

Source: California Labor Market Division

Total job openings are the sum of new jobs and replacement needs. Some occupations may have no growth (new jobs); however they have a substantial

number of job openings due to the need for replacements. Replacement needs are an estimate of the number of job openings created when workers retire or permanently leave an occupation and need to be replaced.

Occupational training and education classifications (last column on chart above) were developed by the Bureau of Labor Statistics (BLS).

- 1 - First Professional Degree - LLD/MD
- 2 - Doctoral Degree
- 3 - Master's Degree
- 4 - Bachelor's Degree or Higher and Some Work Experience
- 5 - Bachelor's Degree
- 6 - Associate Degree
- 7 - Post-Secondary Vocational Education
- 8 - Work Experience in a Related Occupation
- 9 - Long-Term On-the-Job Training
- 10 - Moderate-Term On-the-Job Training
- 11 - Short-Term On-the-Job Training

For more information on the classifications, please see the BLS Training Definitions.

10 Fastest Growing Occupations 2008 -2018

Sunnyvale-Santa Clara Metropolitan Statistical Area

SOC Code	Occupational Title	Average Employment		Percent Change	Annual Wage 2010	Ed
		2008	2018			
nn	Network Systems and Data Communications Analysts	5,580	8,320	49.1	\$105,629	5
39-9021	Personal and Home Care Aides	12,140	17,990	48.2	\$25,587	11
31-1011	Home Health Aides	3,170	4,550	43.5	\$20,798	11
41-3011	Advertising Sales Agents	740	1,010	36.5	\$53,225	10
19-1042	Medical Scientists, Except Epidemiologists	3,210	4,080	27.1	\$98,147	2
49-9062	Medical Equipment Repairers	680	860	26.5	\$42,363	10
21-1011	Substance Abuse and Behavioral Disorder Counselors	400	500	25.0	\$32,128	3
19-1021	Biochemists and Biophysicists	700	860	22.9	\$92,796	2
15-1031	Computer Software Engineers, Applications	23,810	29,170	22.5	\$117,299	5
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	600	730	21.7	\$37,302	10

Source: California Labor Market Division

Occupational training and education classifications (last column on chart above) were developed by the Bureau of Labor Statistics (BLS).

- 1 - First Professional Degree - LLD/MD
 - 2 - Doctoral Degree
 - 3 - Master's Degree
 - 4 - Bachelor's Degree or Higher and Some Work Experience
 - 5 - Bachelor's Degree
 - 6 - Associate Degree
 - 7 - Post-Secondary Vocational Education
 - 8 - Work Experience in a Related Occupation
 - 9 - Long-Term On-the-Job Training
 - 10 - Moderate-Term On-the-Job Training
 - 11 - Short-Term On-the-Job Training
- For more information on the classifications, please see the BLS Training Definitions.

Conclusions from the Data

The data show that the Colleges of WVMCCD offer programs that are, in general, well aligned with the workforce needs of their region. Both Colleges have robust technology, healthcare and business programs. The statistics only tell a small part of the story. With a regional economy as dynamic as the Silicon Valley's, the specific content of curricula and the ability to keep up with the pace of change will be an ongoing challenge.

WEST VALLEY COLLEGE CAREER TECHNICAL PROGRAMS (Listed in Order of Approximate Size)

PROGRAM	ASSOCIATE DEGREES	CERTIFICATES OF ACHIEVEMENT	2009-2010 FTES*
Health Care Technologies	AS	7	355.06
Administration of Justice	AS		299.66
Interior Design	AS	6	202.18
Child Studies	AS	3	181.12
Business/Business Administration	AA/AS	13	175.46
Accounting		1	153.11
Court Reporting and Related Technologies	AS (2)	6	128.90
Digital Media/Internet Services	AA (2)/AS	10	126.63
Workplace Success Skills		1	125.87
Architecture	AS (2)	2	118.20
Photography	AS (2)	2	116.38

Fashion Design/Apparel			
Technology	AS (3)	5	107.96
Paralegal	AS	1	101.25
Computer Information Systems	AS (4)	4	91.74
Computer Applications	AS	5	83.04
Park Management	AS	2	82.03
Real Estate		1	51.11
Theatre Arts Technology	AA (3)	2	16.27

* CCC Chancellor's Office Data Mart

MISSION COLLEGE CAREER TECHNICAL PROGRAMS
(Listed in Order of Approximate Size)

PROGRAM	ASSOCIATE DEGREES	CERTIFICATES OF ACHIEVEMENT	2009-2010 FTES
Nursing—LVN to RN	AA/AS (2)	1	336.70
Fire Technology	AS		320.02
Hospitality Management/Food Service	AS	1	248.84
Business	AA/AS (4)	13	246.21
Computer Information Systems	AS (3)	9	243.13
Accounting	AS	1	207.71
Child Development/Early Childhood Education	AS	6	168.52
Graphic Arts	AS	1	147.43
Computer Applications	AS (2)	5	122.00
Psychiatric Technician	AS	1	67.34
Semiconductor Manufacturing Technician	AS	1	63.28
Graphic Design	AS	1	57.76
Multimedia/Web Design		3	43.25
Real Estate	AS	1	33.37
Retail Floristry		1	13.73

* CCC Chancellor's Office Data Mart

If history is any indicator, it is very likely that the specific skills most in demand today will not be in high demand by the end of the 2018 projection period. The picture for career paths is not much clearer. While it is likely that Silicon Valley will still need software and design technicians, what they will be doing and how they will be doing their jobs is nearly impossible to gauge. In order to continue to remain a relevant player in the region's economy, the District will have to vigilantly track demand.

Beyond the Projections

Career and industry projections have their value. They give a general idea where the marketplace is going, but beyond that they have their limitations. Long-range projections are short on specifics and, as the current data illustrate, they have difficulty with sudden turns in the economy. In fact, several of the workforce professionals interviewed for this project made nearly the same statement "I wish we could get away from using those things." The reason behind that statement is projections can't pick up hard turns in economy, for good or for bad, and worst of all for this region, they cannot pick up what is on the horizon. There is not a projection available to show what Social Networking will do to the job market. In Canton, Ohio that may not be important, but in the heart of Silicon Valley it may make all the difference in the world. At their best, projections are a little like trying to tell the weather with just a windsock; one can tell things are changing but one just cannot be sure to what.

To go beyond the information provided by LMID, a series of interviews were conducted with active professionals from workforce and economic development, and business.

Both colleges have well-established technology programs and every indicator points toward continued demand. Mission's location provides that college with a significant opportunity to capitalize on technology education. Mission's leadership should continue efforts to reach out to its high-tech neighbors and make technology education a focus. If the District is to be a leader in technology education, it needs to create a public identity that conveys it. The creation of legitimate, formal partnerships with the leading technology companies in the area and the publicizing of them is perhaps the easiest way to build this identity. This would also be a first step in creating an area of distinction for the WVMCCD. It also would assist in counteracting any impression in the community that other nearby districts are the leaders in technology.

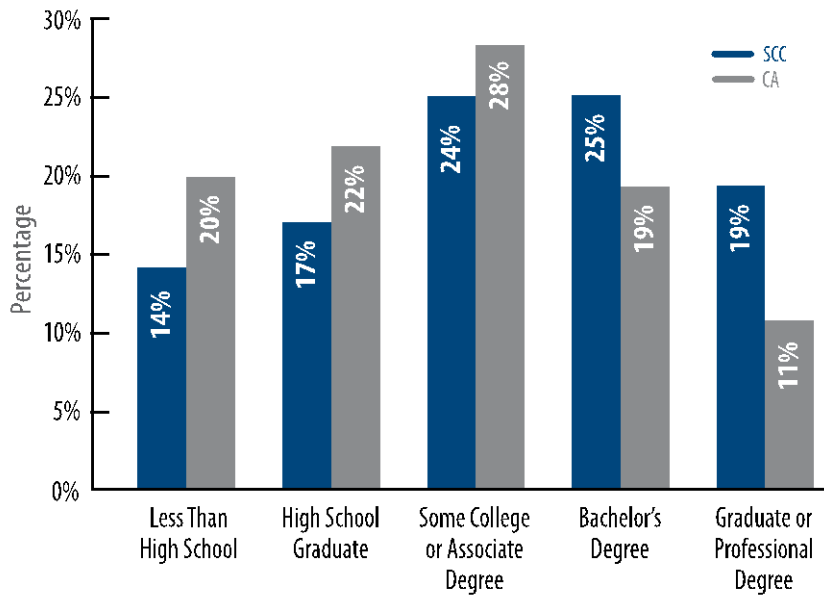
Predicting what is next in technology is a very shaky proposition, but at this time the following areas are in demand:

Distributed computing
Mobile and wireless technology
Data management
Security (across all technologies)

Engineering and Technical Design students will benefit from greater exposure to material science, chemistry and manufacturing technology.

The healthcare industry will provide both tremendous opportunity and considerable challenges. The projections and almost everyone in the industry see a shortage of skilled workers. The current difficulty is that Kaiser and most other area hospitals are not actively hiring. Yet it is generally believed that as soon as the recession ends, the pent-up demand as a result of retirement will leave the industry scrambling for talent for RNs in particular. Staffing mix is another issue clouding the demand picture. Currently, many California hospitals are phasing out LVNs and are focusing on hiring only baccalaureate-level nurses. Changes in technology are also affecting both training and hiring. The adoption of Health IT is increasing the need for computer skills. The steady growth of diagnostics and the incorporation of technology into medical devices are fueling growth in demand for a technical workforce in healthcare.

In community colleges, there is almost always a distinction made between “transfer” programs and career and technical programs. In a county where nearly half (44 %) of the working age population (25 yrs & older) has a baccalaureate degree or higher, transfer programs could be considered to be vocational. Coupled with the increasing value employers put on experience, the distinction between transfer and career tech may have lost its practical value.



Source: U.S. Census Bureau, 2008 American Community Survey 1-Year Estimates

One alternative, or opportunity, that arises when the distinction between transfer, and career and technical education is removed is the use of Stackable Certificates. In their most basic form, these are a series of connected certificate programs leading to an Associate Degree. When linked to career and technical education, this alternative could become a valuable tool for young working students, allowing them to stay engaged or to re-engage with college. This model would also seem to benefit older or dislocated workers to update their skills and improve their educational background. Businesses could also find it a useful tool to increase the skills of their workforce.

Science, Technology, Engineering and Math (STEM) programs are generally viewed as degree-based programs, most particularly for those on the Bachelor of Science track. As it turns out, in an economy as technical as the one WVMCCD occupies, STEM skills by name are valued. Design and innovation are at the core of Silicon Valley's economic success. Having a good understanding of the underlying science involved in products being designed is a clear advantage, even at the technician level. This is not limited to physics and solid-state electronics; it is also true of chemistry and biology.

"InnovaBio" is an innovative partnership between industry and educators working to support biotechnology education. Dr. Tamara Goetz developed the model at Salt Lake Community College. Specifically, it is a not-for-profit contract research

company established on campus to provide students with current industry experience. The model offers a low-risk environment for companies to explore new technologies while providing hands-on industry experience to students. In effect, it turns the internship model upside down, bringing business and real-world career experience on-campus. The District would seem to be perfectly situated to establish a technology-based version of this model.

There are a number of emerging industries/technologies in the region that are taking advantage of the proximity of distinct industry clusters. One example is a growing medical device industry - a combination of the life sciences and high tech. Another is health information - a combination of healthcare and information technology. This leads to a need for biology for engineers and programming of biology and chemistry and microbiology for everyone. While this sounds easy, there will be significant challenges. Students now gravitating to biology may do so in part because they do not like programming. Developing cross-disciplinary courses that appeal to students will be challenging but should provide them clear benefit. The first step in the development of programs in these areas would be to form partnerships with appropriate employers. This would ensure that programs lead to actual employment.

Across the District, there are opportunities to improve the career and job prospects for students by adding “greening” elements to the curriculum. Green business is, for the most part, efficient business. As this understanding grows, the need for skilled professionals with a green background will grow across the economy. One example, not often recognized, is Fire Science. Hybrid cars require different rescue and fire techniques.

Number of Employees	0-4	5-9	10-19	20-49	50-99	100-249	250-499	500-999	1000+
No. of Business	38,681	7,618	5,152	3,731	1,412	727	182	78	61
No. Employed	47,536	50,328	70,274	113,382	963,82	106,376	62,625	52,884	159,448

Source: LMID Santa Clara MSA Business by size third quarter 2009

The chart above shows that there are thousands of small businesses in the region. There would seem to be a growth opportunity in providing business and technical education to the owners and employees of these businesses. While both colleges list small business classes, neither college is known as a center for small business education. A curriculum should be developed from the ground up for small businesses operating in this community. There are a number of groups capable and willing to assist in the development of curriculum, ranging from Small Business Development Centers to entrepreneurial support groups to legal and accounting firms willing to provide pro bono consulting. Because of the small size of these businesses, there is not a lot of scheduling leeway. The determination of when and where these courses are offered may be a significant challenge. A hybrid model, which includes a major component of distance education, would be the most practical for students. West Valley College already has a strong distance education offering that could provide a foundation for this effort. Helping small businesses and entrepreneurs grow might be the single most effective economic development tool in the region. Many colleges have created such programs. Finding successful models would assist the District in developing a successful one. In addition, some unique aspect to the program, such as a linkage with Stanford's Business School, would help to differentiate it from others in the area.

In addition to the benefit existing small businesses would receive from a robust small business curriculum, many other campus programs could benefit. Increasingly, the career option for students and graduates is self-employment. This is particularly true for students in the creative arts. Traditional business curriculums are based on large business and do not always translate to a "business of one." An entrepreneurial, small business option might be the final step in building a career. Finally, from small boutiques in Los Gatos to entrepreneurs in garages in Santa Clara, there would seem to be a ready market for business education geared to the needs of small business.

The chart on academic attainment shows that 14% of the county working age population never completed high school and another 17% did not go beyond high school. While these are countywide numbers and are likely to be somewhat lower in the WVMCCD, they still represent a large number of potential students. For many of these individuals, the only access to employment is entry-level retail and hospitality. At some point most, if not all, begin to look for a different path. If the colleges developed and promoted courses in retail and hospitality management that specifically catered to new students, this could be the entry point this population needs.

One of the greatest challenges facing today's workforce and economy as a whole is getting people back to work. There are thousands of skilled, experienced workers unable to find employment. The economy has begun to grow, but much of the hiring is going to new graduates from four-year colleges. The problem has become so well known that it has a name: 99 weekers. The name refers to people who have been unemployed for over 99 weeks. The problem is the real or perceived belief that, after this long period of unemployment, skills erode. The colleges could develop programs to reestablish the currency of these individuals' skills, in effect making them new graduates or "Re-Graduates." InnovaBio, at Salt Lake Community College, could be a model for just such a program.

During the course of this research, three organizations expressed an interest in partnering with the District and its colleges: Joint Venture Silicon Valley, NOVA WIB and the Workforce Investment Network of Silicon Valley.

Conclusions and Recommendations

- The colleges have been successful in their FTES recovery strategies; however when the economy rebounds, the highly competitive environment will return, and the two colleges must develop and maintain student enrollment and take advantage of future growth funding opportunities.
- The District must continue its leadership in implementing the recommended long-term strategies (from the previous CBT report), even under current conditions, in order to maintain the enrollment base when the environment becomes competitive again.
- The colleges need to be responsive to the course scheduling priorities established by the California Community Colleges Chancellor's Office to address student access issues created by the current economic environment.
- The colleges need to be attentive to legislative proposals that would have an impact on course offerings. In particular, the area of physical education has been targeted for defunding or reduced funding. Physical education has been the largest discipline at both colleges.
- The District should maintain a cushion of approximately 1% unfunded FTES over the next several years so that it will have a "head start" the first year growth is funded. This only works if it can be accomplished through efficiency of operations rather than additional expenditure of funds.
- This may be the ideal time for the District to engage in discussions as to what the relative sizes of the two colleges should be.
- The District should plan for the implementation of the many fine marketing and communications recommendations in the Clarus Report and the report of the previous CBT team, and focus particularly on those recommendations addressing the "branding" of the two colleges.
- Both colleges should continue and enhance their emphasis on high-quality transfer offerings. Such offerings will always play a critical role in the District's success.
- The colleges need to prepare for the future by developing an appropriate and consistent message to communicate their transfer success and to emphasize their roles as full-service colleges.

- Previous consultants have made recommendations for changes in the administrative structure at both colleges to address issues of scheduling and enrollment management practices. Some changes have already occurred. Absent changes, better results could be obtained with the current structure if all participants were trained in sound enrollment management principles and in using data to address, predict and respond to student needs and interest during the scheduling and enrollment periods. At each college, an individual should be assigned the task of setting and achieving reasonable efficiency goals.
- Both colleges should consider strengthening support for students in career and technical education.
- Providing students with the opportunity of being exposed to and using up-to-date technology is critical. For example, SMART classrooms should be available to faculty; the latest software should be available to students in areas like CAD, etc. The District should convert all remaining general lecture classrooms to SMART classrooms.
- Although there is no major new area that holds the secret for the future, technology and healthcare industries will continue to be major drivers in job creation within the District. The District should continue to focus on these areas.
- The District's location, infrastructure and history provide a significant opportunity to capitalize on technology education. The District's leadership should continue its efforts to reach out to its high tech neighbors and make tech education a focus.
- There are thousands of small businesses within the District. There would seem to be a growth opportunity in providing business and technical education to the owners and employees of these businesses.
- The addition of an entrepreneur emphasis to selected technical educational programs could enhance their usefulness and attractiveness to students.
- The healthcare industry will continue to provide both tremendous opportunity and considerable challenges. The projections and almost everyone in the industry foresee a shortage of skilled workers. The shortage is expected to occur with an improvement in the economy. It is, of course, impossible to project exactly when this will occur. The District should have a plan to "ramp-up" to meet the demand.

- There are a number of emerging industries/technologies that are taking advantage of the proximity of distinct industry clusters (e.g., the medical device and the health information industries). Cross-discipline opportunities should be made available for students.
- Community colleges generally make a distinction between transfer and career/technical programs. In Silicon Valley, where nearly half of the working age population has a BA/BS or higher, transfer programs could be considered to be the first step in training for a career.
- Stackable Certificates may be an effective vehicle for the District to meet the seemingly conflicting industry demands for cutting edge skills training and degreed new hires. Stackable Certificates in the most basic terms are a series of connected certificate programs leading to an Associate Degree.
- InnovaBio, a not-for-profit contract research company established on the campus of Salt Lake Community College to provide students with current industry experience could be replicated within the District. By offering a low risk environment for companies exploring new technologies, this fosters further development of these technologies while providing hands-on industry experience to students. The District would seem to be perfectly situated to establish a technology-based version of this model.
- Continue to engage industry partners.

Possible linkages between the Land Corporation and the two colleges

The Team found several areas in which the Land Corporation could assist with funding to enable the District to implement the recommendations as follows:

As noted above, up-to-date technology will be critical to the District's success in the immediate future. Funds to be used to up-date classrooms and software used by students would enable the colleges to move ahead in this area.

Development of a consistent message to the public about the comprehensive nature of the colleges and their successes is critical. The Team understands that the two colleges have different identities and this should continue. It is important, however, that they both be known to all potential students in the area and become "colleges of choice" in the future. Implementation of suggestions in the Clarus report and the previous CBT report will be very useful in this area. Again, funds will be needed for this effort.

Staff development is an important investment for the future. Training in administrative areas such as schedule development, maximizing FTES, etc., should be provided. Faculty need training in the use of new technology, including the best way to use SMART classrooms.

The District is extremely fortunate to have resources from the Land Corporation to assist in preparing for the future.