

# **Ventura County Grand Jury 2012 - 2013**



## **Final Report**

### **Wasting Education Money: Paying Twice**

**April 17, 2013**

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## **Wasting Education Money: Paying Twice**

### **Summary**

The 2012-2013 Ventura County Grand Jury (Grand Jury), pursuant to its responsibility for government oversight, chose to review the methods and systems for learning outcomes of graduating high school seniors who will transition to the Ventura County Community College District (VCCCD) and the associated costs to the taxpayers.

The goal was to evaluate the systems and methods for improving the learning outcomes while reducing the taxpayers' responsibility for educating students twice. The Grand Jury found the costs and deficiency are well documented in the following report. The continuing reduction of state funding has caused a loss of millions in state funds for community college districts in the California State System with more reductions expected. The loss of this funding impacts math/English for eligible students in favor of remedial students. The Los Angeles Times article research stated "the issue is especially acute in California, where about 85% of students entering a two-year college are assigned to remedial English classes and 73% to remedial math...". [Ref-25] This means the K-12 system must create a set of learning outcomes and curriculum expectations in the areas of English, reading and math that reflect a beginning basic college skill set.

Through news reports and public reporting, citizens are beginning to recognize that many of the country's high schools are in crisis. College students lacking college-level reading, English and math skills must take remedial courses that provide no credit toward a transfer and/or degree but still cost the student and taxpayers as much as college-level courses. This crisis includes students who drop out of school as well as those who are just not prepared academically. High school students preparing for a college education need to demonstrate proficiency in reading, English, and mathematics skills. The Ventura County public high schools offer college preparatory courses to provide such skills although they are not mandatory. Many students graduating from the public high schools find that, either having avoided taking the college preparatory classes or failing to achieve passing grades, they must now seek these classes elsewhere. The public high school graduation rate for San Luis Obispo, Santa Barbara, and Ventura Counties is 72%. The 2008-2009 percent of Ventura County students scoring at or above proficient level in English was 58.4%. The math proficiency level was 59.4%.

The nation's community colleges spend more than \$3.7 billion a year from citizens' tax dollars to remediate students. This number includes \$1.4 billion to provide remedial education to students who have recently completed high school. [Ref-05, 06, 23] In addition, this number factors in the almost \$2.3 billion that the economy loses because remedial students are more likely to drop out of college without a degree, thereby reducing their earning potential. Ventura County's crisis is exacerbated by the continuing reduction of state funding that has caused a loss of \$809 million over the past three years with more reductions expected. [Ref-24] The reduction of state funding caused a loss of over \$11

million to VCCCD's budget. [Ref-16] This loss of funding impacts classes at the VCCCD for eligible students in favor of classes for remedial students. The burden of remedial education is shared by taxpayers and students who have difficulty in making orderly academic progress. In addition, the community colleges must divert limited resources if they offer preparatory classes similar to the high school curriculum and the taxpayers must pay again to provide them at the community college level.

In the Fall of 2011 the VCCCD offered 354 remedial courses. In the Spring of 2012 the VCCCD offered 325 remedial courses.

The California Community Colleges have eliminated nearly one-fourth of their classes in the past three years; that is more than 123,000 classes. [Ref-24] The VCCCD has been forced to cut 700 classes, teachers and support staff, while still supporting remedial level classes. Approximately 9,900 students in the VCCCD system, as of Spring 2011, were identified as remedial students, according to the 2012-2013 Grand Jury survey.

The Grand Jury recommends that the Board of Trustees of the Ventura County Community College District, the Ventura County Community College District Chancellor and the Ventura County Superintendent of Schools (K-12) implement educational outcomes that are consistent with the educational level needed by students for entry into the Ventura County Community Colleges. Also, that VCCCD, in conjunction with the county high schools, implement a college readiness program in the areas of English, reading and math with standardized assessment across the three colleges.

### **Background**

The California Community College System aspires to offer the greatest access to higher education in the country, with deep commitment to sharing resources equally among all of its 2.6 million students. However, with the current fiscal crisis, college access may be in jeopardy.

"The Grand Jury is authorized to investigate the operational procedure, but not the substantive policy concerns, of special purpose assessing or taxing districts located wholly or partly in the county. Procedural considerations however, are to be carefully distinguished from the substantive concerns. Thus, the parameter of operational procedure does not extend to an inquiry as to the merit, wisdom, or expediency of substantive policy determinations which may fall within the jurisdiction and discretion of a particular district." [Ref-28]

The high price paid by colleges, taxpayers, students and their families, to remediate students for postsecondary education, is due to several factors. Colleges must pay faculty to teach the remedial courses, provide the classroom space, and supply a variety of support services. These include counseling, administrative support, parking, facilities maintenance, and other services. Often, trade-offs are required because of limited space and resources; thus, schools must reduce the number of non-remedial courses offered to students.

Through tuition, students and their families directly pay about one-fifth of the overall cost of remediation. That relatively small portion totals approximately \$283 million in California community college tuition alone. VCCCD students pay \$46 a unit for any class, remedial or not. It is not the only cost. Other factors are students' time, which could be more productively spent by taking college-level courses that would advance their goals, increase their earning potential, lower their financial aid expenses and expedite transfer to a four year institution. Since colleges offer no credit for remedial courses, students are expending time, energy and money on study that, while necessary, delays a degree.

Nationally, of the students who attend high school, only about 79% will graduate, which is one of the lowest rates among industrialized nations. [Ref-05] In the California Central Coast region the graduation rate is 72%. As important, however, is the fact that, of those who do receive a diploma, only half are academically prepared for postsecondary education. [Ref-05] A recent study of high school juniors and seniors taking the ACT college entrance exam confirms this; only half of the students were ready for college-level reading assignments in core subjects such as math, history, science, and English. [Ref-03]

When the increased demand for postsecondary education is coupled with the inadequate preparation many students receive in high school, colleges and universities are being forced to offer, and often require, remedial courses for large numbers of students. The provision of these classes has the sole objective of teaching pre-collegiate subject matter.

Across the nation, 42% of community college freshmen and 20% of freshmen in four-year institutions enroll in at least one remedial course. This is one third of all college freshmen. [Ref-11] Within the VCCCD, 11,845 students were enrolled in remedial courses for the Fall of 2011 and 11,208 remedial students were enrolled Spring 2012. Historically, community colleges bear the greatest share of the remediation burden. Trends indicate that community college responsibilities in this area are likely to grow if the K-12 system does not take responsibility for demanding higher learning outcomes from their students. Analyses of students' preparation for college-level work show the weakness of core basic skills. The lack of K-12 preparation is also apparent in multiple-subject areas. [Ref-09]

Eleven states have passed laws preventing or discouraging public four-year institutions from offering remedial courses to their students. This concentrates unprepared students in community colleges. [Ref-09]

The vast majority of students who take remedial courses in college do so to gain the skills and knowledge they should have received from their K-12 education. Most taxpayers view the time, effort and resources (tax dollars) dedicated to remedial classes to be redundant. [Ref-23]

California taxpayers provide about a billion dollars a year to cover the direct and indirect instructional costs of remedial courses through the subsidies which community colleges receive from state and local governments. These tax dollars are in addition to the taxes allocated to support communities' elementary and secondary schools. Taxpayers are essentially paying twice for the coursework and

skill development students are expected to receive from their K-12 education. Economically, remediation is a poor substitute for preparation.

Individual states, and the nation as a whole, are not only paying to academically remediate thousands of young adults, but they are also facing future financial loss because students who need remediation are more likely to leave college without a degree. Students are more likely to earn less than if they had earned a college degree. Research shows that the leading predictor of students' dropping out of college is the need for remedial reading. While 58% of students who take no remedial education courses earn a Bachelor's degree in eight years, only 17% of students who enroll in a remedial reading course receive a Bachelor of Arts (BA) or Bachelor of Science (BS) within the same time period. [Ref-11]

The income potential of individuals who have completed some college classes average about \$20,171 less each year than those of college graduates. Therefore, when students enter but do not complete college, not only do they lose future income, but governments take in less tax revenue. State and national economies are deprived of the additional earnings that make them stronger and more robust. (Att-06)

The nation would realize an additional \$3.7 billion annually in combined reduced expenditures and increased earnings if: more students who graduate from high school were prepared for college, and thus did not require remediation, and the students who drop out of college because they were not prepared for college-level reading demands were to continue and earn a Bachelor's Degree at the same rate as non-remedial students. (Att-04, 05) [Ref-23]

Research suggests that reducing the need for remediation by improving K-12 education can be the remedy. A rigorous high school curriculum is a strong predictor of college readiness. [Ref-02] Students who take challenging coursework, such as four years of college-preparatory English and three years each of college-preparatory mathematics, science and social studies, are less likely to need remedial courses than students who do not take such a rigorous curriculum. [Ref-01, 02]

Countywide performance standards for college admission would enable educators to assess student progress toward readiness for college. A consistent assessment tool would predict educational needs throughout the VCCCD. Such standards would also convey clear expectations to students, parents and schools regarding student performance. States with these standards in place, such as West Virginia and Florida, have seen a long-term decline in the proportion of students who need remediation (although the number of students needing remediation initially rose due to the higher standard). [Ref-21, 22]

## **Methodology**

The VCCCD Chancellor appeared by invitation at the Grand Jury Chambers on October 11, 2012. The Grand Jury reviewed catalogues of the three colleges within the VCCCD, contacted the three colleges for statistics, surveyed the county schools' website, researched newspapers, educational reports, and legislation

regarding the methods and systems for learning outcomes of graduating high school students transitioning to Ventura’s community colleges, and analyzed the associated costs to the taxpayers.

A survey was developed and sent to the three colleges within the VCCCD to determine the number of remedial classes and students. The Grand Jury also gathered information from professional publications, Department of Education reports, private educational institutions, labor reports, on-line teaching sites and associated websites. Data from the University of California and the California State University systems were also reviewed.

**Facts**

- FA-01.** The Ventura County taxpayers provide the same readiness in reading education twice, once in grade levels K-12 and again at VCCCD. [Ref-03]
- FA-02.** Of the students who attend high school nationally, about 79% will graduate, one of the lowest rates among industrialized nations. [Ref-06]
- FA-03.** Of those students who do receive a diploma, only half are academically prepared for postsecondary education. [Ref-06]
- FA-04.** High school juniors and seniors taking the ACT college entrance exam demonstrate that half of the students were ready for college-level reading assignments in core subjects such as math, history, science, and English. [Ref-03]
- FA-05.** Forty-two percent of the nation’s community college freshmen and twenty percent of freshmen in four-year institutions enroll in at least one remedial class. [Ref-11]
- FA-06.** Jenkins and Boswell found that eleven states have passed laws preventing or discouraging public four-year institutions from offering remedial courses to their students, thus concentrating unprepared students in community colleges. [Ref-09]
- FA-07.** Students’ preparation for college-level work demonstrates the weakness of core skills, such as basic study habits and the ability to understand and manage complicated material. The lack of preparation is also apparent in multiple subject areas. Of college freshmen taking remedial courses, 35% were enrolled in math, 23% in writing and 20% in reading. [Ref-11]
- FA-08.** The leading predictor of students dropping out of college is the need for remedial reading. While 58% of students who take no remedial education courses earn a Bachelor’s Degree within 8 years, only 17% of students who enroll in a remedial reading course receive a BA or BS within the same time period. [Ref-10]
- FA-09.** A rigorous high school curriculum is a strong predictor of college readiness. [Ref-02]

- FA-10.** Students who take challenging coursework, such as four years of college-preparatory English and three years each of college-preparatory mathematics, science and social studies, are less likely to need remedial courses than students who don't take such a rigorous curriculum. [Ref- 10]
- FA-11.** Abraham and Creech found that nationwide performance standards for college admission would enable educators to assess student progress toward readiness for college. Such standards would also convey clear expectations to students, parents and high schools regarding student performance. States with these standards in place, such as West Virginia and Florida, have seen a long-term decline in the proportion of students who need remediation (although the number of students needing remediation initially rose due to the higher standard). [Ref-01]
- FA-12.** The Grand Jury survey found that Oxnard Community College listed 2,610 students taking non-transferable English and math courses. [Ref-15] (Att-07)
- FA-13.** The Grand Jury survey found that Moorpark Community College listed 2,832 students taking non-transferable English and math courses. [Ref-15] (Att-07)
- FA-14.** The Grand Jury survey found that Ventura Community College listed 3,903 students taking non-transferable English and math courses. [Ref-15] (Att-07)
- FA-15.** The estimated national drop-out rate for community colleges is reported at 20%. [Ref-16]
- FA-16.** The Los Angeles Times reported that students taking non-transferable courses expend greater amounts of time and money to meet their educational goals. [Ref-16]
- FA-17.** There were 394 remedial classes offered at VCCCD for Fall 2012. A professor's pro-rated salary is \$5,800 (based on a Master's Degree annual salary of \$58,000) for a 3-unit class. [Ref-14, 15]
- FA-18.** The average Conejo Valley Unified School District compensation for teaching a standard English or math class would be \$3,750 (based on a BA with a credential). [Ref-17, 24]
- FA-19.** The public high school graduation rate for San Luis Obispo, Santa Barbara, and Ventura Counties is 72%. The 2008-2009 percent of Ventura County students scoring at or above proficient level in English was 58.4%. The math proficiency level was 59.4%. (Att-02)
- FA-20.** The nation's community colleges spend more than \$3.7 billion a year in taxes to remediate students. This number includes \$1.4 billion to provide remedial education to students who have recently completed high school. [Ref-05, 06, 23]

- FA-21.** Of the \$3.7 billion in taxes, almost \$2.3 billion in economic losses occur because remedial students are more likely to drop out of college without a degree, thereby reducing their potential earnings. [Ref-23]
- FA-22.** Reduction of state funding for community colleges has caused a loss of \$809 million over the past three years with more reductions expected. [Ref-24]
- FA-23.** The Los Angeles Times article research stated “the issue is especially acute in California, where about 85% of students entering a two-year college are assigned to remedial classes and 73% to remedial math...”. [Ref-16]
- FA-24.** The loss of funding for remedial math/English/reading impacts the fiscal budget for college-prepared students. [Ref-26]
- FA-25.** The VCCCD is required to meet the Mission of the California Community Colleges (Ed. Code 66010.4). It is, in part: “The mission ... the California Community Colleges shall, as a primary mission, offer academic and vocational instruction at the lower division level for both younger and older students, including those persons returning to school. In addition to the primary mission of academic and vocational instruction, the community colleges shall offer instruction and courses to achieve all of the following: . . .remedial instruction. . .instruction in English as a second language. . .adult non-credit instruction. . .and support services....” [Ref-27]
- FA-26.** The Grand Jury found that there is no on-going interface between the VCCCD and the school districts in Ventura County. The office of the Conejo School District confirmed that there has been no communication between the VCCCD and that office.

## **Findings**

- FI-01.** The failure of Ventura County K-12 schools to adequately prepare students for college-level classes results in the Ventura County taxpayers paying for the same education two or more times for remedial students, once in K-12 and again in college. (FA-08)
- FI-02.** Students taking remedial, non-transferable courses, drop out of college at a greater rate than students taking transferable courses and thus use resources that college-prepared students could be using. (FA-02-05)
- FI-03.** Students taking remedial, non-transferable courses, use a disproportionate amount of financial aid and other district resources that could otherwise be used by students taking transferable courses. This includes costs for these remedial, non-transferable courses that detract from the total number of courses available for transferring students. (FA-11-14)

- FI-04.** Providing remedial courses at the community college has put a higher and unnecessary burden on the taxpayer to provide the same education twice (once in K-12 and again in college). This includes the time and energy expended by student and faculty, as well as the cost of facility use. (FA-01-03, 05, 07, 09)
- FI-05.** It is more cost-effective for taxpayers to use alternative methods of remediation, such as on-line programs, adult education, vocational training and private tutorial programs. (FA-10, 11) [Ref-17, 18]
- FI-06.** The overall average public high school graduation rate for San Luis Obispo, Santa Barbara, and Ventura Counties is 72%, which is lower than the national average. (FA-02, 07, 08) (Att-01) [Ref-06]
- FI-07.** The 2008-2009 percentages of Ventura County students that scored at or above the proficiency level in English was 58.4%. (FA-19) (Att-02)
- FI-08.** The 2008-2009 percentages of Ventura County students that scored at or above the proficiency level in math was 59.4%. (FA-19) (Att-02)
- FI-09.** Nationwide, community colleges spend more than \$3.7 billion a year, which includes \$1.4 billion for remedial education after graduating from high school, which could provide classes and services for college-prepared students. (FA-03-05) [Ref-23]
- FI-10.** Close to \$2.3 billion is lost to our economy because students who are required to take remedial reading are more likely to drop out of college without having earned a degree, thereby earning less and impacting the local tax base. In California over the last three years, \$809 million was removed from the funding of community colleges, causing reduced class offerings and services. (FA-07, 08, 11, 20) [Ref-22] (Att-05)
- FI-11.** A recent survey of the various community colleges in Ventura County revealed that there were 9,913 remedial students. Of those, 2,067 were taking remedial English and 6,211 were taking remedial math in the Fall of 2011. There may be students taking both English and math which could account for discrepancies in numbers. Therefore, these college resources are not available to college-prepared students. (FA-22) (Att-07)
- FI-12.** In the Fall of 2011 there were 354 remedial courses in the various community colleges within the VCCCD. In the Spring of 2012 there were 325 remedial courses offered in the VCCCD. Therefore, these college resources are not available to college-prepared students. (FA-21, 22) (Att-07)
- FI-13.** There is no evidence that there is a task force with the VCCCD and the Superintendants of Schools. (FA-26)

## **Recommendations**

- R-01.** That the Ventura County Superintendent of Schools, in conjunction with the Chancellor of Ventura County Community College District, shall meet and discuss a set of learning outcomes and curriculum expectations that are consistent with students' entry to the VCCCD. (FI-03, 05, 06, 08, 10)
- R-02.** That the County Superintendent of Schools, in conjunction with the Chancellor of Ventura County Community College District, create a taskforce to develop a partnership that will prepare a set of learning outcomes and curriculum expectations in the areas of English, reading and math. (FI-03,05,06,08,09,10)
- R-03.** That the VCCCD consider a policy that each college in the VCCCD develops an assessment for English, reading and math with the same placement outcomes. (FI-01-14)

### **Responses Required From:**

Ventura County Community College District Board of Trustees (FI-01, FI-02, FI-03, FI-04, FI-05, FI-06, FI-07, FI-08, FI-09, FI-10, FI-11, FI-12, FI-13) (R-01, R-02, R-03)

Ventura County Superintendent of Schools (FI-01, FI-02, FI-03, FI-04, FI-05, FI-06, FI-07, FI-08, FI-09, FI-10, FI-11, FI-12, FI-13) (R-01, R-02, R-03)

### **Responses Requested From:**

Chancellor, Ventura County Community College District (FI-01, FI-02, FI-03, FI-04, FI-05, FI-06, FI-07, FI-08, FI-09, FI-10, FI-11, FI-12, FI-13) (R-01, R-02, R-03)

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- Ref-02.** Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college.* Washington, D.C.; U.S. Department of Education.
- Ref-03.** ACT. (2006). *Reading between the lines: What the ACT reveals about college readiness in reading.* Iowa City, IA; Author.
- Ref-04.** Cavuto on Business, Fox News, July 21, 2012. Cavutoefoxnews.com
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- Ref-06.** Greene, J., & Winters, M. (2006). *Leaving boys behind: Public high school graduation rates*. New York: Manhattan Institute
- Ref-07.** Hecker, D. (2005). Occupational employment projections to 2014. *Monthly Labor Review*, 128 (11). 75.
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- Ref-15.** Ventura Community College District Survey; Moorpark College, Oxnard College, and Ventura College, 2012-2013; 255 W. Stanley Ave., Suite 150, Ventura, CA. 93001.
- Ref-16.** Rivera, Carla, "Billions In Tax dollars Lost On Dropouts," Los Angeles Times, Thursday, October 20, 2011, California Section AA3.
- Ref-17.** Analysis of the 2008-2009 Budget Bill: Education, Per-Pupil Funding, 2008, LAO 2008 Budget Analysis, 12/7/2011.
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- Ref-19.** Asimov, Nanette, State Community Colleges Set To Ration Classes, San Francisco Chronicle, December 25, 2011, 12/28/2011.
- Ref-20.** Oldham, Cheryl, Filling the Demand for Skilled Manufacturing Workers, Letters to the Editor, The Wall Street Journal, November 2, 2011. No reference in document.

- Ref-21.** Chea, Terence, AP, Community College Policy Changes Target Grad Rates, The Star, Wednesday, January 11,2012 No reference in document.
- Ref-22.** Rivera, Carla, College Path Paved with Potholes, Los Angeles Times, LAextra, Tuesday, February 21,2012 No reference in document.
- Ref-23.** Alliance for Excellent Education, Issue Brief, August 2006, Washington D.C..
- Ref-24.** Asimov, Nanette, Community colleges in '14 to shut doors to many, The Ventura County Star, Sunday, September 23, 2012.
- Ref-25.** Rivera, Carla, Community colleges fall on hard times, Los Angeles Times, Sunday, September 23, 2012.
- Ref-26.** Rivera, Carla, New Rules to Sign Up for Classes, Los Angeles Times, Tuesday, September 11, 2012.
- Ref-27.** California Community College Education Code, 66010.4, California Education Code, Title 5, Sacramento, CA.
- Ref-28.** Deukmejian, George, Attorney General, State of California, Opinion No. 81-1015, 64 Ops. Cal. Atty. Gen. 900, December 1981, Sacramento, CA.

### **Attachments**

- Att-01.** Postsecondary Education Commission
- Att-02.** Percent of Ventura County Students Scoring at or Above the Proficiency Levels.
- Att-03.** Funding Sources for Community Colleges.
- Att-04.** Annual Savings and Earning Benefits from a Reduced Need for Community College Remediation.
- Att-05.** Students Who Enroll in a Remedial Reading Course.
- Att-06.** Remediation Costs Billions Nation-Wide.
- Att-07.** Number of Remedial Courses in English and Math and Students in Attendance.

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## **Disclaimer**

This report is issued by the 2012-2013 Ventura County Grand Jury. Due to a potential conflict of interest, a member of this Grand Jury was excused from participating in any aspect of the production of this report.

**Glossary**

**TERM**

**DEFINITION**

BA	Bachelor of Arts degree
BS	Bachelor of Science degree
County	Ventura County
CC	Community College
ELA	English Language Arts
ESL	English as a Second Language
Grand Jury	2012-2013 Ventura County Grand Jury
Moorpark CC	Moorpark Community College
Oxnard CC	Oxnard Community College
Remedial Student	Any student who does not have the skills/knowledge to begin college freshman English or college algebra. Remedial classes are intended to provide a review of formerly provided information.
SAT	Scholastic Aptitude Test
VCCCD	Ventura County Community College District
Ventura CC	Ventura Community College

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**Attachment 1**

**POSTSECONDARY EDUCATION COMMISSION**

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**Public High School Graduation Rates**

**Central Coast Region**

Counties in this region: San Luis Obispo, Santa Barbara, Ventura.

The graduation rate is calculated by dividing the number of public high school graduates in a given year by the number of freshmen enrolled four years earlier as reported by the schools. The numbers do not take into account any movement of students.

The year in the table is the year of high school graduation.

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Ethnicity	Gender	89	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	Average
Black	Men	50%	64%	57%	60%	57%	64%	61%	54%	52%	59%	64%	63%	66%	66%	61%	54%	57%	59%	52%	70%	64%	60%
	Women	67%	65%	59%	65%	63%	61%	61%	66%	65%	77%	72%	66%	70%	66%	62%	63%	64%	64%	71%	60%	68%	66%
Native American	Men	63%	55%	41%	46%	56%	43%	58%	73%	60%	50%	63%	44%	61%	62%	63%	62%	49%	67%	56%	62%	81%	58%
	Women	54%	49%	60%	58%	48%	30%	70%	52%	57%	77%	68%	76%	62%	60%	70%	63%	65%	63%	67%	67%	83%	62%
Asian	Men	100%	80%	93%	100%	100%	100%	99%	92%	92%	97%	91%	89%	84%	95%	92%	88%	91%	90%	90%	93%	97%	94%
	Women	100%	91%	96%	100%	100%	100%	88%	97%	100%	99%	89%	87%	90%	98%	93%	93%	96%	92%	100%	97%	94%	96%
Pacific Islanders	Men	26%	20%	60%	64%	41%	71%	38%	72%	77%	65%	82%	76%	70%	75%	72%	67%	82%	46%	79%	100%	79%	68%
	Women	11%	67%	35%	50%	71%	63%	44%	81%	52%	100%	76%	92%	59%	54%	100%	81%	90%	96%	74%	79%	100%	70%
Latino	Men	52%	56%	56%	61%	56%	54%	56%	51%	48%	49%	55%	57%	56%	57%	54%	56%	57%	56%	53%	59%	65%	56%
	Women	60%	60%	63%	67%	67%	62%	58%	64%	65%	56%	66%	69%	67%	67%	67%	66%	72%	66%	65%	67%	74%	66%
White	Men	70%	70%	71%	73%	75%	72%	73%	79%	78%	77%	79%	77%	75%	77%	75%	76%	76%	77%	78%	80%	79%	76%
	Women	78%	82%	78%	79%	79%	78%	76%	79%	82%	84%	83%	83%	84%	82%	79%	81%	80%	80%	81%	84%	85%	81%
Filipino	Men	77%	85%	81%	81%	88%	100%	73%	79%	76%	75%	77%	93%	79%	89%	96%	80%	84%	84%	82%	87%	92%	84%
	Women	86%	100%	95%	93%	88%	87%	81%	86%	84%	100%	95%	92%	84%	85%	94%	93%	96%	87%	86%	92%	100%	94%
<b>Overall Rate</b>		69%	71%	70%	72%	71%	69%	68%	70%	70%	70%	73%	73%	72%	73%	71%	72%	72%	71%	71%	74%	77%	72%

Data Generated on Thursday, September 27, 2012 at 12:54:28 PM

[Select Another High School Graduation Report](#)

[Return to Diversity and Distribution Menu](#)

**Other Statistics for the Region and the Counties and Legislative Districts it Includes**

Detail Pages			College-Going Rate						Campus Crime Statistics		Economic Data			
Region	County	District	To Any Public	To UC	To CSU	To CCC	Map by High School	District Trend	Region	County	Median Income	Poverty Rate	Unemployment Rate	Adult Literacy
Central Coast	San Luis Obispo Santa Barbara Ventura	Asm 33	San Luis Obispo	San Luis Obispo	San Luis Obispo	San Luis Obispo	San Luis Obispo	Asm 33	Central Coast	San Luis Obispo Santa Barbara Ventura	San Luis Obispo	San Luis Obispo	San Luis Obispo	San Luis Obispo
		Asm 35	San Luis Obispo	San Luis Obispo	San Luis Obispo	San Luis Obispo	Asm 35	San Luis Obispo			San Luis Obispo	San Luis Obispo	San Luis Obispo	
		Asm 37	Santa Barbara	Santa Barbara	Santa Barbara	Santa Barbara	Asm 37	Santa Barbara			Santa Barbara	Santa Barbara	Santa Barbara	
		Asm 38	San Luis Obispo	San Luis Obispo	San Luis Obispo	San Luis Obispo	Asm 38	San Luis Obispo			San Luis Obispo	San Luis Obispo	San Luis Obispo	
		US Con 22	US Con 22	US Con 22	US Con 22	US Con 22	US Con 22	US Con 22			US Con 22	US Con 22	US Con 22	US Con 22
		US Con 23	US Con 23	US Con 23	US Con 23	US Con 23	US Con 23	US Con 23			US Con 23	US Con 23	US Con 23	
		US Con 24	US Con 24	US Con 24	US Con 24	US Con 24	US Con 24	US Con 24			US Con 24	US Con 24	US Con 24	
		Sen 15	Sen 15	Sen 15	Sen 15	Sen 15	Sen 15	Sen 15			Sen 15	Sen 15	Sen 15	
		Sen 17	Sen 17	Sen 17	Sen 17	Sen 17	Sen 17	Sen 17			Sen 17	Sen 17	Sen 17	Sen 17
		Sen 19	Sen 19	Sen 19	Sen 19	Sen 19	Sen 19	Sen 19			Sen 19	Sen 19	Sen 19	
		Sen 23	Sen 23	Sen 23	Sen 23	Sen 23	Sen 23	Sen 23			Sen 23	Sen 23	Sen 23	
		Sen 23	Sen 23	Sen 23	Sen 23	Sen 23	Sen 23	Sen 23			Sen 23	Sen 23	Sen 23	

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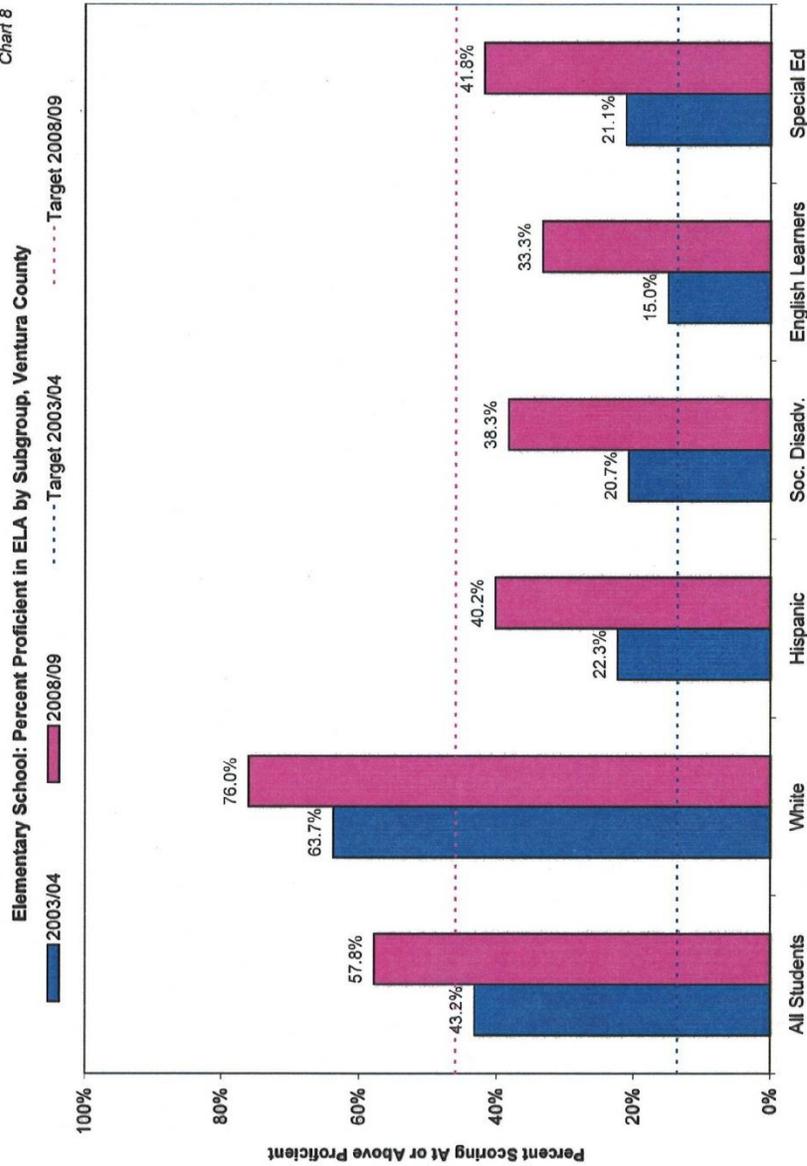
**Attachment 2**

**Percent of Ventura County Students Scoring at or Above  
Proficiency Level**

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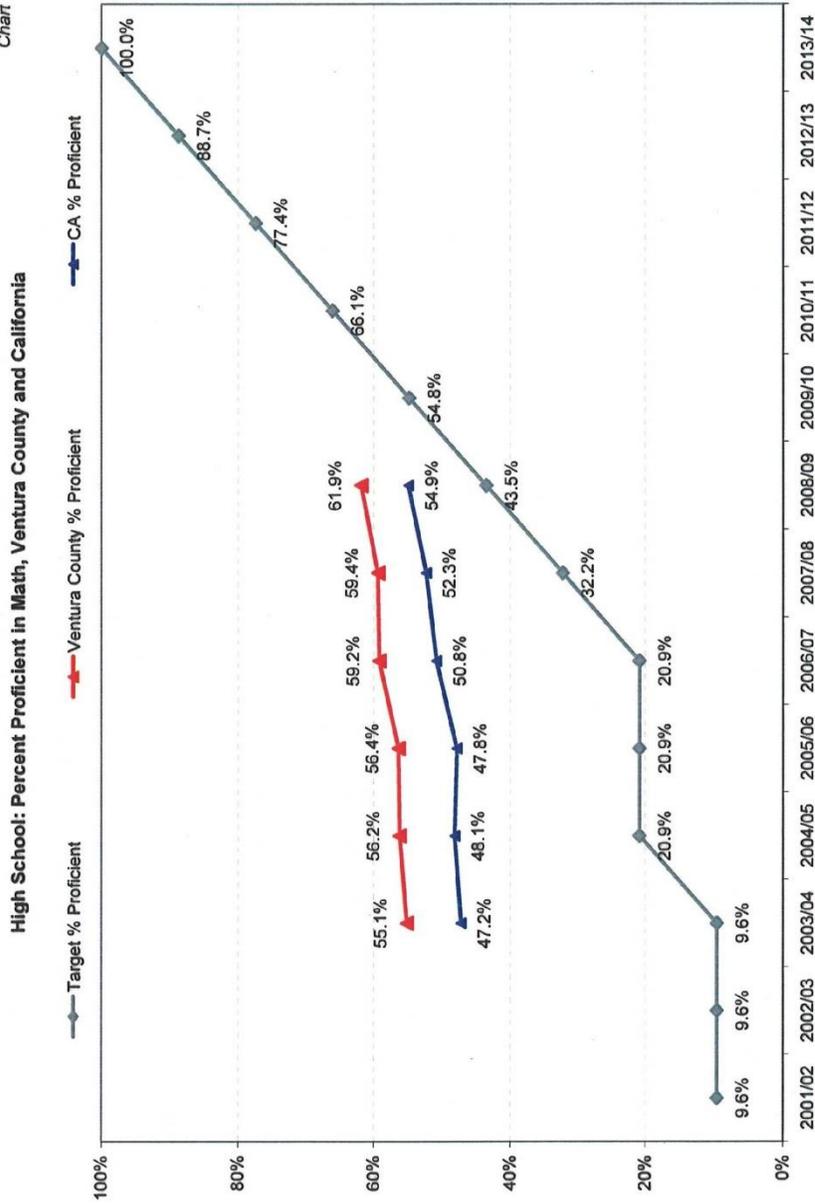
Percent of Ventura County Students Scoring At or Above Proficient in ELA, by Subgroup

Chart 8



Percent of Ventura County Students Scoring At or Above Proficient in MATH, with AYP Targets

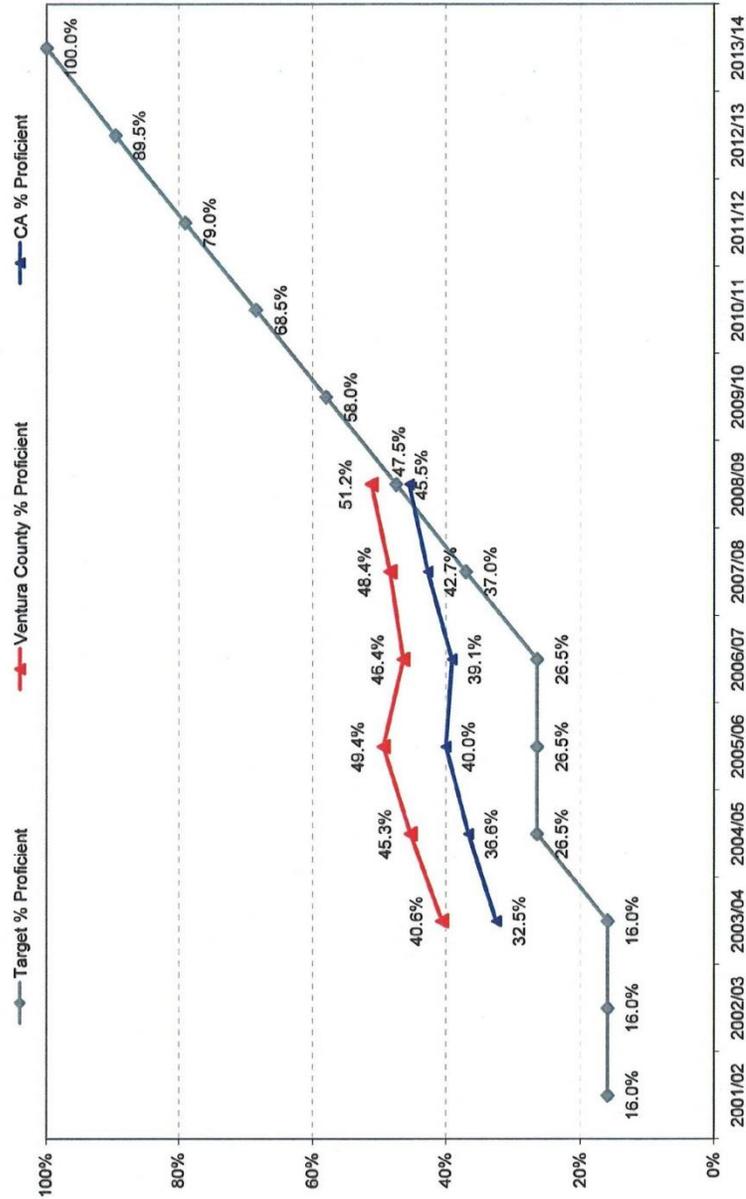
Chart 7



Percent of Ventura County Students Scoring At or Above Proficient in MATH, with AYP Targets

Chart 6

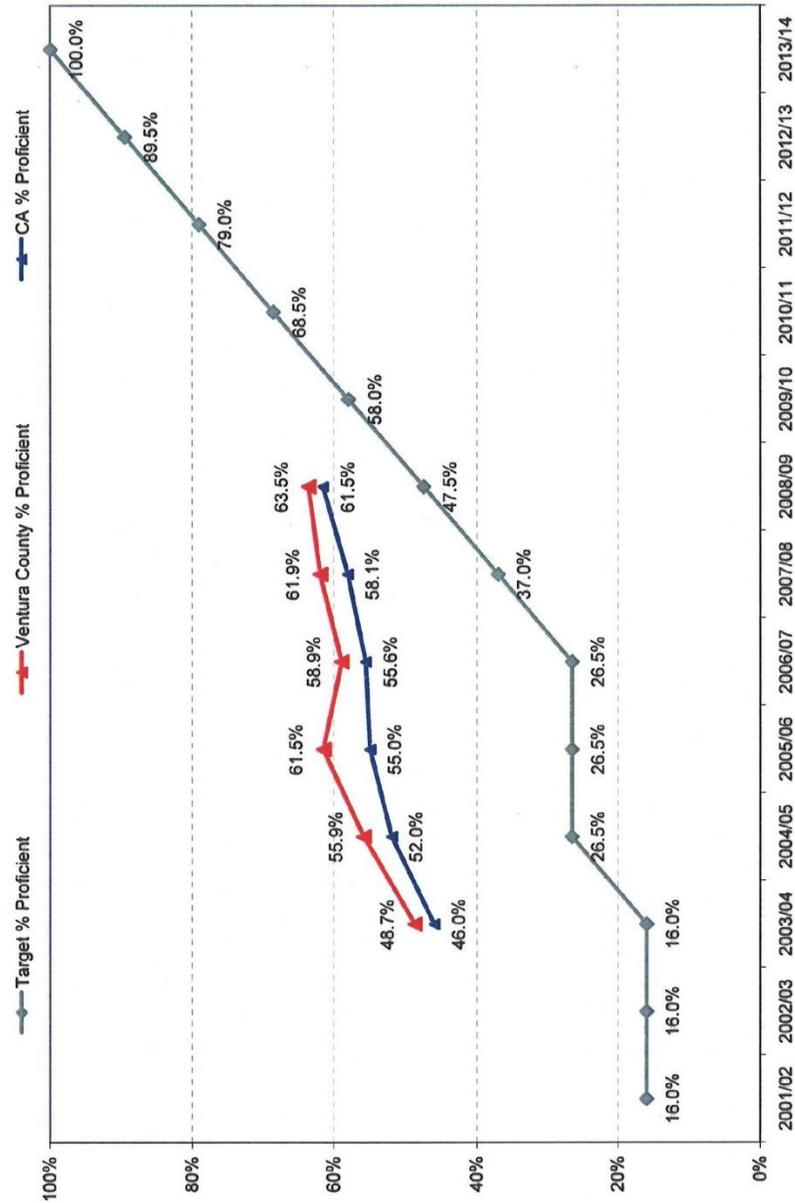
Middle School: Percent Proficient in Math, Ventura County and California



Percent of Ventura County Students Scoring At or Above Proficient in MATH, with AYP Targets

Chart 5

Elementary School: Percent Proficient in Math, Ventura County and California





Ventura County API Summary AY 2008/09

Chart 1

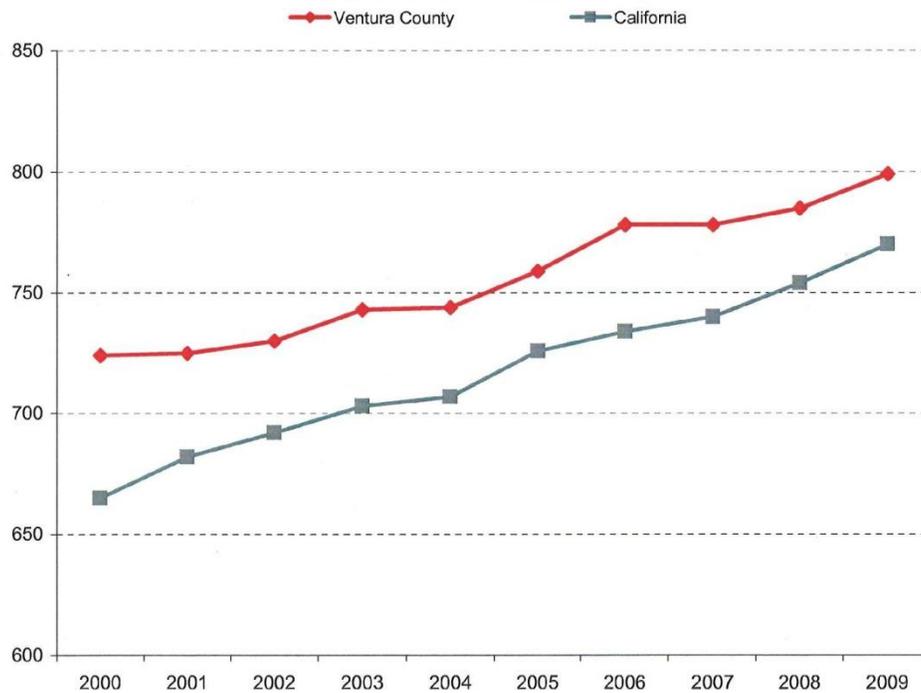
Median Schoolwide API (Growth)

	Ventura County	California
2000	724	665
2001	725	682
2002	730	692
2003	743	703
2004	744	707
2005	759	726
2006	778	734
2007	778	740
2008	785	754
2009	799	770

Percent of Schools in API Categories

	Ventura County	California
Over 900	12%	9%
Over 800	50%	38%
Over 700	84%	77%

Median API Growth: 2000 to 2009



Percent of Ventura County Students Scoring At or Above Proficient in ENGLISH/LANGUAGE ARTS, with AYP Targets

Chart 3

Middle School: Percent Proficient in ELA, Ventura County and California

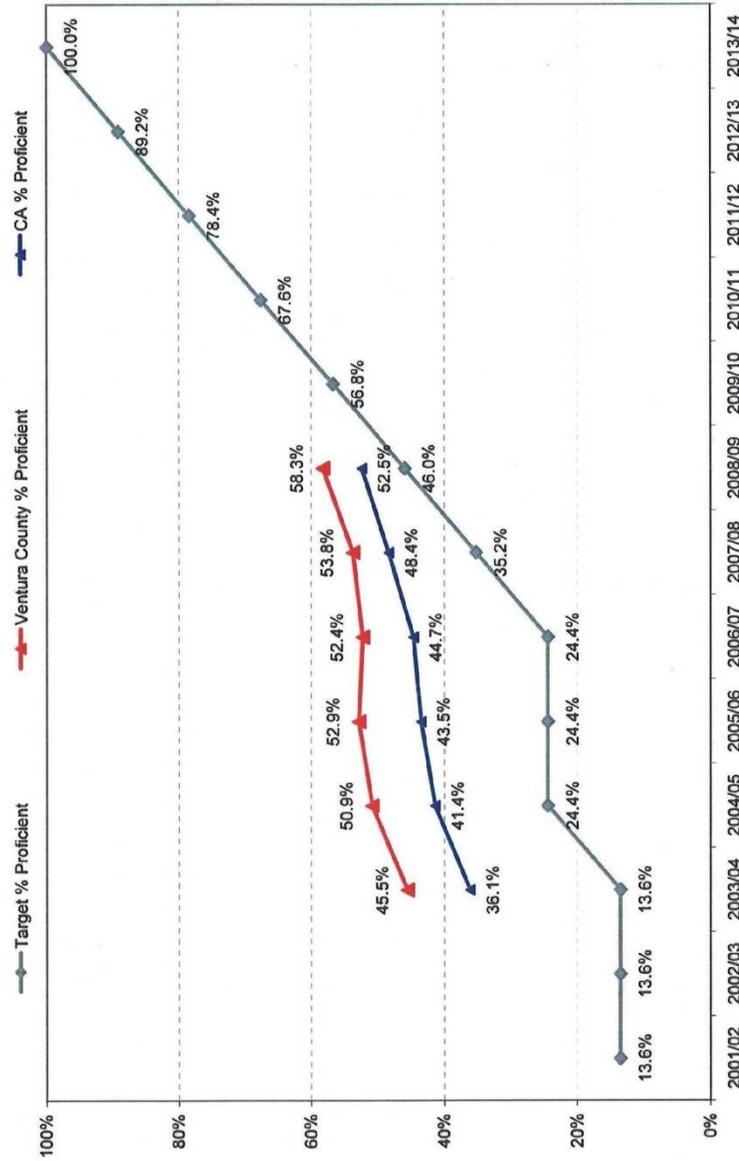
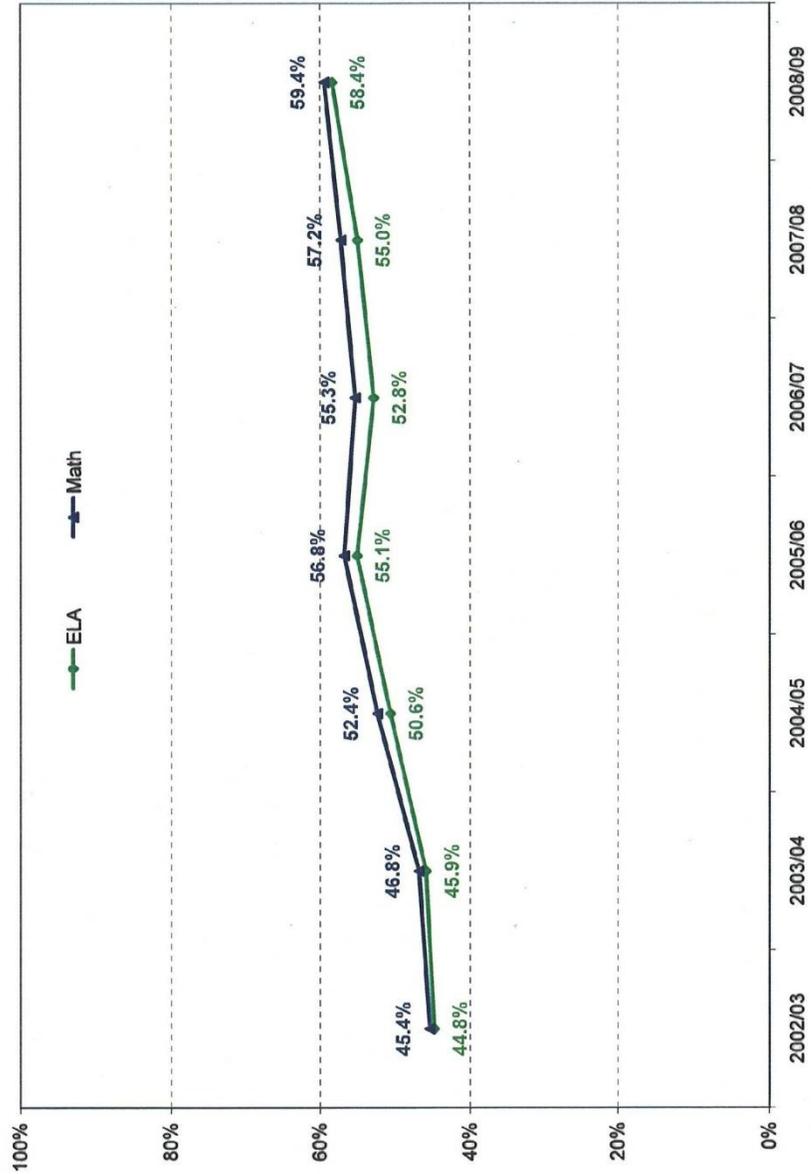


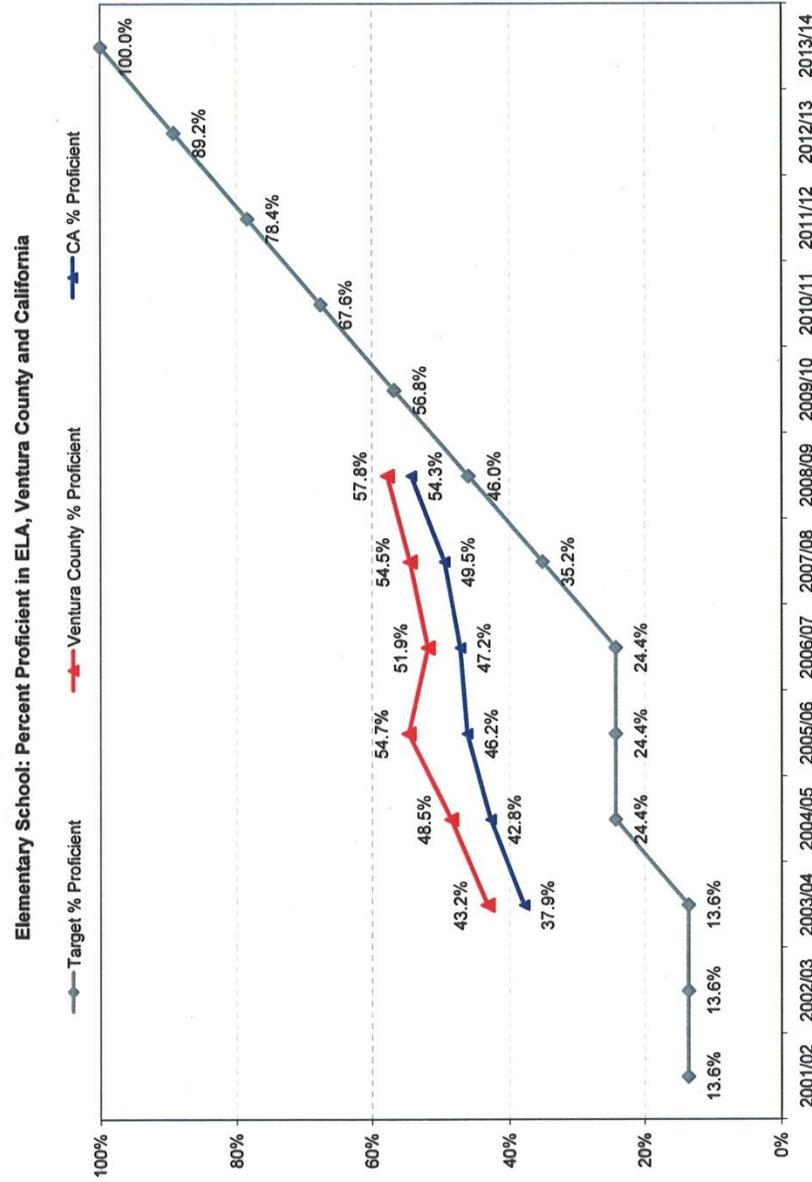
Chart 14

Percent of Ventura County Students Scoring At or Above Proficient (All Grades): ELA and Math

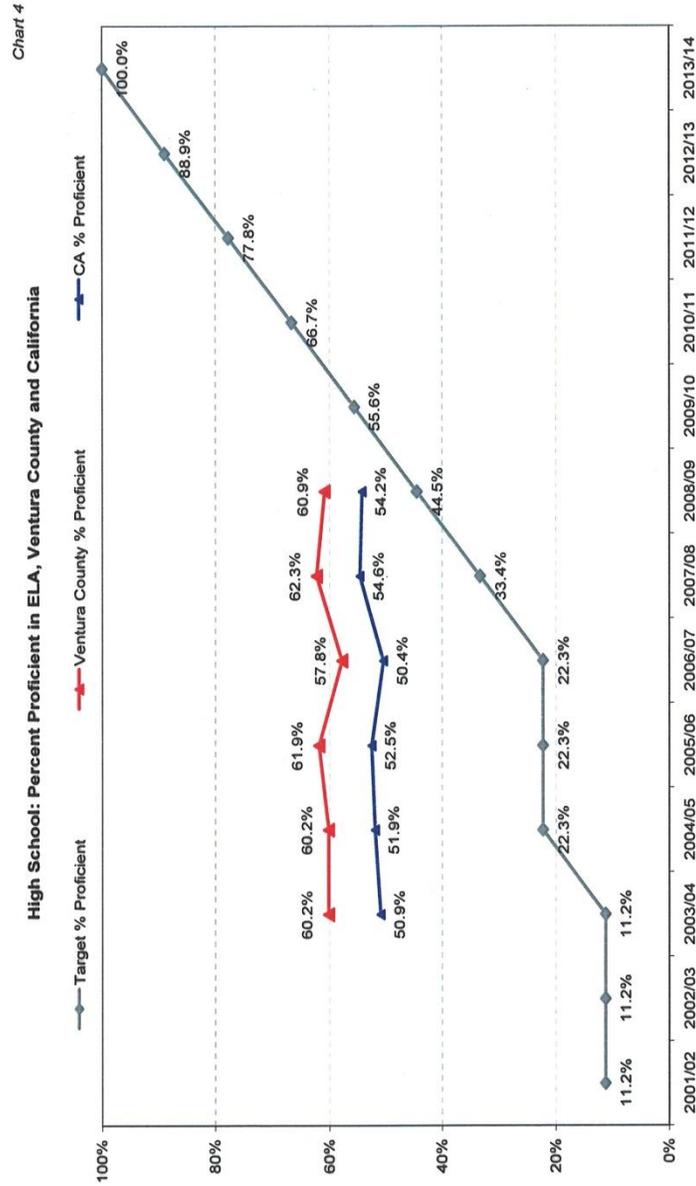


Percent of Ventura County Students Scoring At or Above Proficient in ENGLISH/LANGUAGE ARTS, with AYP Targets

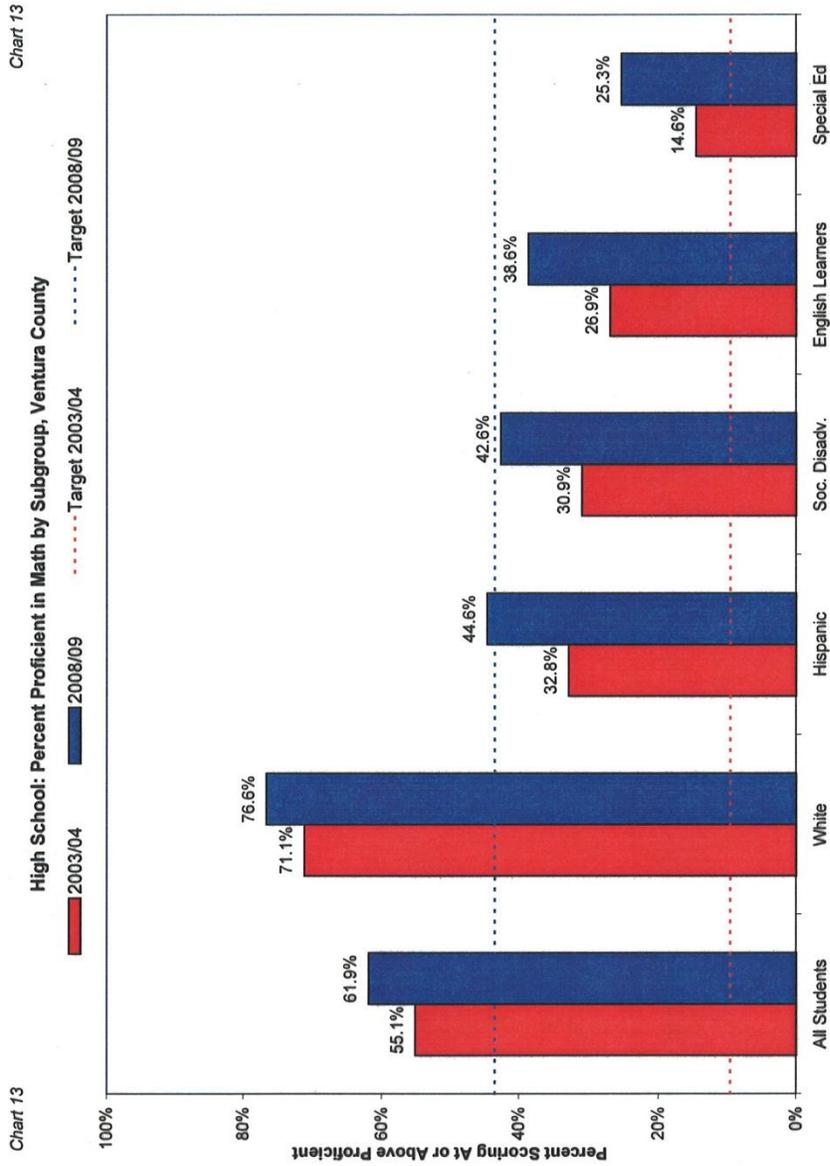
Chart 2



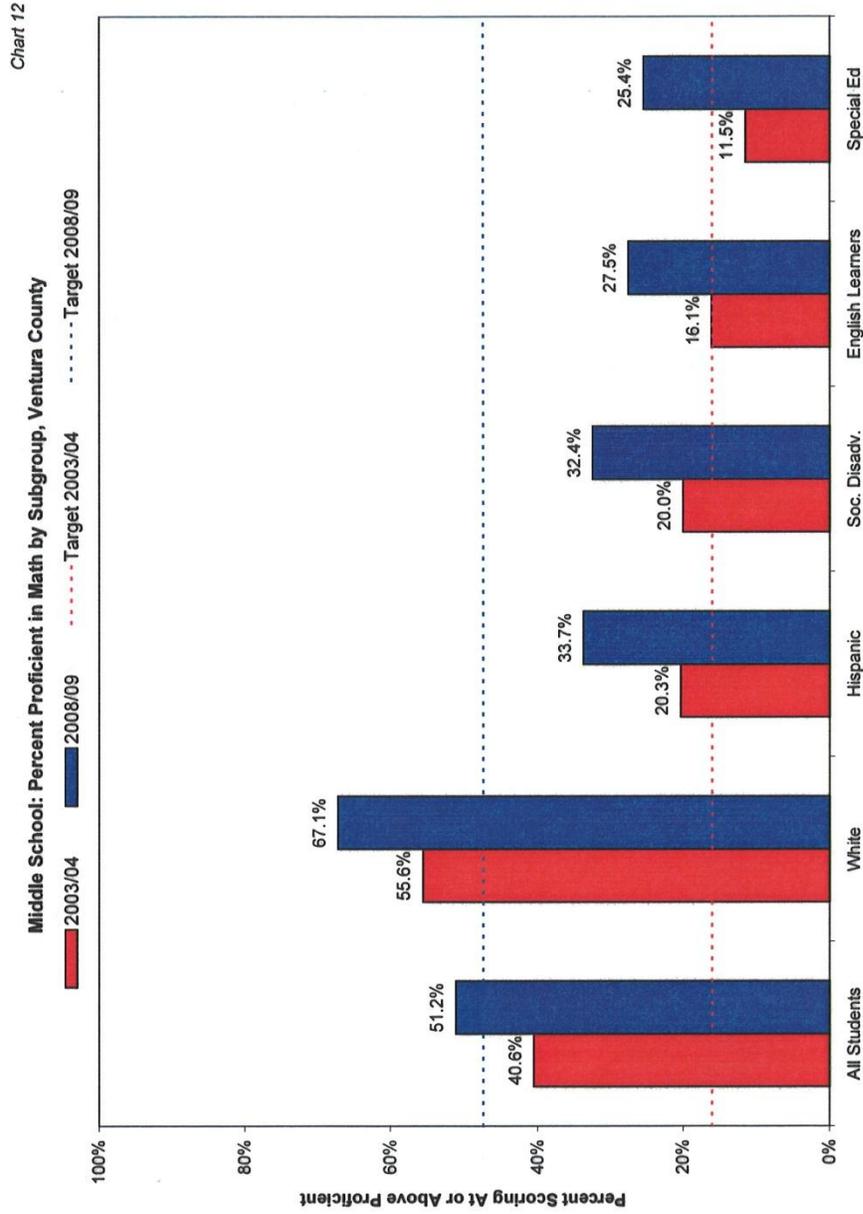
Percent of Ventura County Students Scoring At or Above Proficient in ENGLISH/LANGUAGE ARTS, with AYP Targets

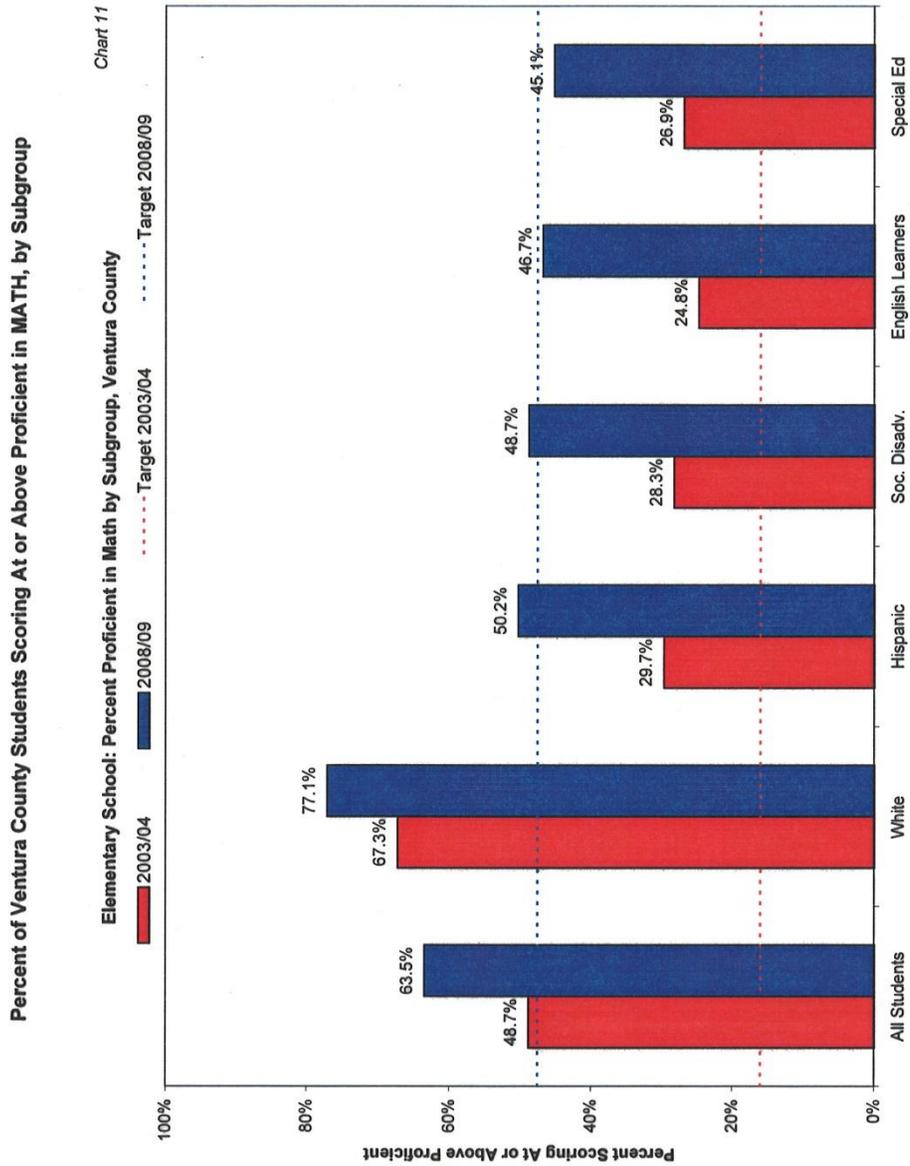


Percent of Ventura County Students Scoring At or Above Proficient in MATH, by Subgroup



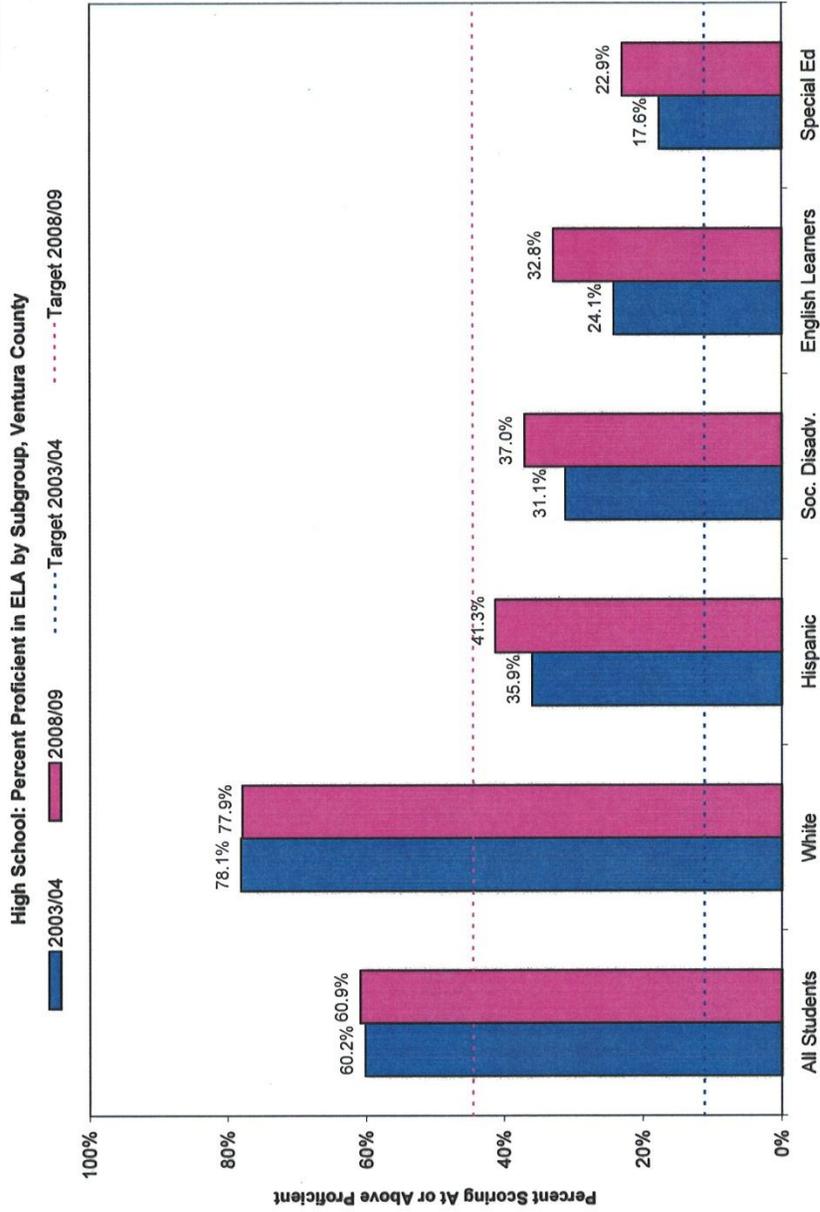
Percent of Ventura County Students Scoring At or Above Proficient in MATH, by Subgroup

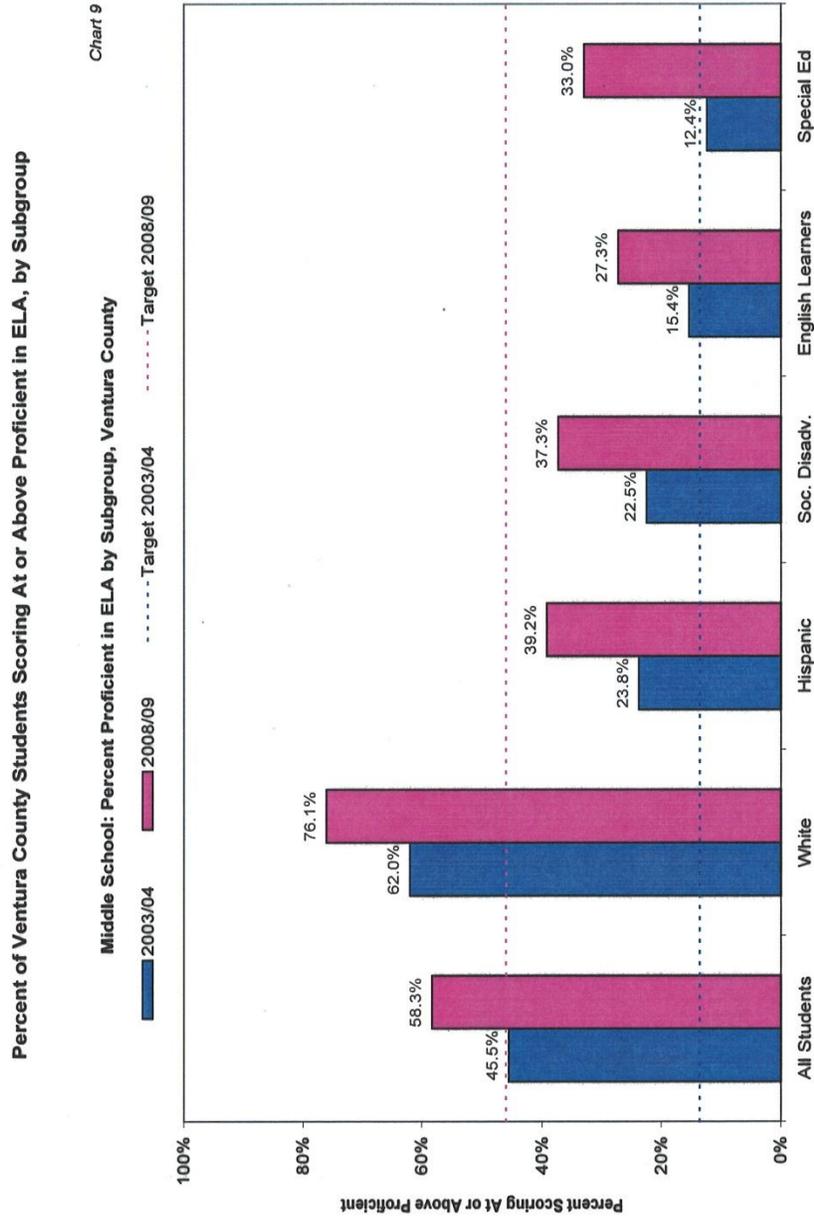




Percent of Ventura County Students Scoring At or Above Proficient in ELA, by Subgroup

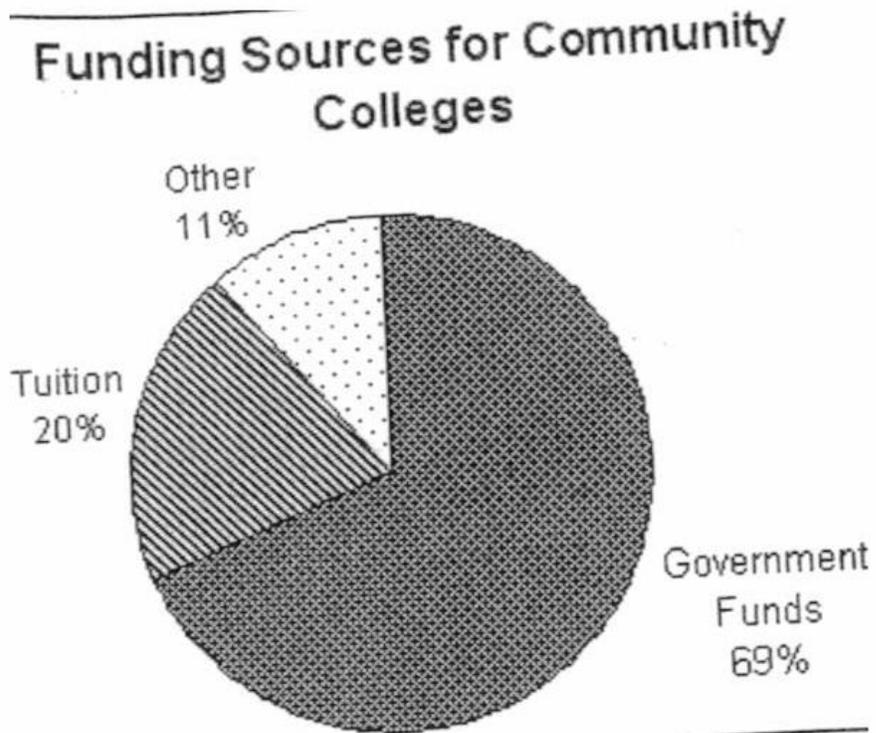
Chart 10





**Attachment 3  
Funding Sources for Community Colleges**

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**Attachment 4**

**Annual Savings and Earning Benefits from a Reduced Need for  
Community College Remediation**

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(Chart 3)

Annual Savings and Earnings Benefits from a Reduced Need for Community College Remediation <sup>1</sup>			
State	Annual Remediation Savings	Additional Annual Earnings	Total Benefit to State Economy
Alabama	\$23,885,384	\$29,063,995	\$53,049,379
Alaska	\$182,126	\$489,822	\$671,948
Arizona	\$32,949,507	\$70,778,193	\$103,727,700
Arkansas	\$8,151,404	\$14,897,902	\$23,049,306
California	\$135,307,941	\$552,597,892	\$687,905,733
Colorado	\$21,208,099	\$30,906,311	\$52,114,410
Connecticut	\$12,593,382	\$16,401,363	\$28,994,745
Delaware	\$3,042,392	\$4,637,957	\$7,680,349
District of Columbia	\$782,861	\$906,772	\$1,589,634
Florida	\$70,920,812	\$122,832,024	\$193,752,835
Georgia	\$27,718,795	\$47,754,362	\$75,473,157
Hawaii	\$4,298,600	\$9,355,236	\$13,653,836
Idaho	\$2,285,457	\$4,195,290	\$6,480,747
Illinois	\$80,904,713	\$129,292,923	\$210,197,636
Indiana	\$17,917,376	\$22,366,592	\$40,283,968
Iowa	\$26,015,510	\$27,063,035	\$53,078,545
Kansas	\$15,470,969	\$27,368,280	\$42,839,249
Kentucky	\$24,728,740	\$27,543,353	\$52,272,093
Louisiana	\$10,031,411	\$17,485,447	\$27,496,858
Maine	\$3,991,127	\$3,667,451	\$7,658,579
Maryland	\$37,973,289	\$42,012,478	\$79,985,767
Massachusetts	\$26,026,101	\$31,081,404	\$57,107,505
Michigan	\$60,519,097	\$76,963,382	\$126,482,479
Minnesota	\$48,902,190	\$40,241,442	\$89,143,633
Mississippi	\$12,452,546	\$24,510,061	\$36,972,607
Missouri	\$21,579,586	\$31,447,674	\$53,027,260
Montana	\$2,025,704	\$2,702,063	\$4,727,767
Nebraska	\$8,947,788	\$13,831,625	\$22,779,413
Nevada	\$8,564,638	\$17,275,732	\$25,840,371
New Hampshire	\$7,971,978	\$5,170,913	\$13,142,891
New Jersey	\$44,625,218	\$50,782,121	\$95,607,339
New Mexico	\$9,788,171	\$22,027,006	\$31,815,177
New York	\$98,614,826	\$93,473,405	\$192,088,230
North Carolina	\$27,632,861	\$69,779,176	\$97,412,036
North Dakota	\$2,917,155	\$3,271,207	\$6,188,362
Ohio	\$69,286,395	\$62,795,190	\$132,081,585
Oklahoma	\$16,039,658	\$23,477,830	\$39,517,488
Oregon	\$30,209,541	\$34,107,335	\$64,316,875
Pennsylvania	\$81,846,059	\$43,113,116	\$124,959,175
Rhode Island	\$1,918,568	\$5,822,669	\$7,741,237
South Carolina	\$28,383,866	\$27,884,767	\$56,268,633
South Dakota	\$1,969,637	\$1,982,552	\$3,952,189
Tennessee	\$19,648,932	\$27,195,457	\$46,844,389
Texas	\$88,507,734	\$193,898,993	\$282,406,727
Utah	\$6,807,382	\$10,878,802	\$17,686,184
Vermont	\$2,747,050	\$1,821,115	\$4,568,165
Virginia	\$36,815,053	\$55,307,858	\$92,122,911
Washington	\$55,887,556	\$69,503,194	\$125,390,750
West Virginia	\$1,303,464	\$2,451,304	\$3,814,768
Wisconsin	\$43,227,424	\$42,942,409	\$86,169,833
Wyoming	\$3,564,467	\$6,550,822	\$10,115,289
<b>United States</b>	<b>\$1,417,258,558</b>	<b>\$2,292,808,179</b>	<b>\$3,710,066,738</b>



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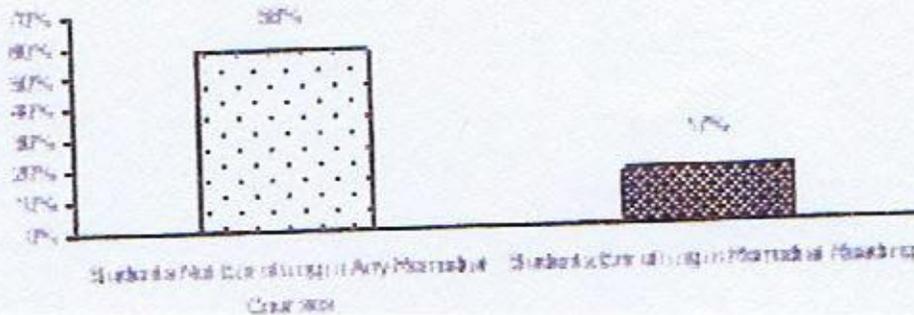
**Attachment 5**

**Students Who Enroll in a Remedial Reading Course**

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**Students who enroll in a remedial reading course are 41 percent more likely to drop out of college. (NCES, 2004a)**

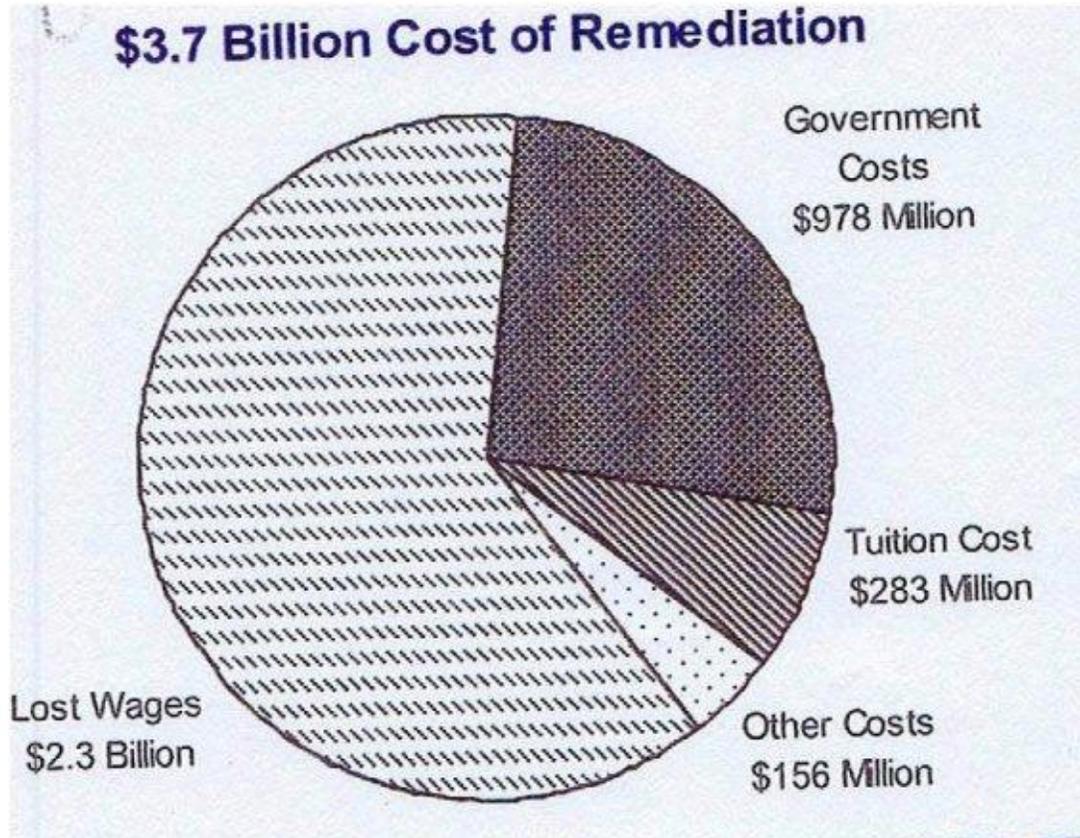
Students Obtaining Bachelor's Degree in 8 Years



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**Attachment 6  
Remediation Costs Billions Nation Wide**

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**Attachment 7**

**Number of Remedial Courses in English and Math and Students in Attendance**

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VCCCD Survey  
Moorpark College

1).	Courses Offered	Fall 2011 97	Spr 2012 86
2).	Total students enrolled in remedial (undupl)	2,780	2,375
3).	Total enrolled in all remedial (duplicated)	3,179	2,648
4).	Enrolled in Reading	0	0
5).	Enrolled in English* (excl Reading)	684	496
6).	Enrolled in ESL (excl Reading)	61	24
7).	Enrolled in Math	2,148	1,750

Courses - all courses with 'prior-to-level <>"Y" and 'section\_status' = "A" in term\_section\_fte

Unduplicated enrollment - student1\_current\_courses where 'enrolled\_at\_census' = "Y"

Duplicated enrollment - 'section\_enroll\_census\_count' in term\_section\_fte

Moorpark College Office of Institutional Research  
8/10/2012

VCCCD Survey

Oxnard College

	Fall 2011	Spr 2012
1) Courses Offered	34	28
Course Sections Offered	84	74
2) Total students enrolled in remedial (undupl)	2,314	2,104
3) Total enrolled in all remedial (duplicated)	3,135	2,874
4) Enrolled in Reading	254	187
5) Enrolled in English* (excl Reading)	589	563
6) Enrolled in ESL (excl Reading)	191	150
7) Enrolled in Math	2,021	1,898

Courses - all courses with 'prior-to-level <>"Y" and 'section\_status' = "A" in term\_section\_fte

Unduplicated enrollment - student\_current\_courses where 'enrolled\_at\_census' = "Y"

Duplicated enrollment - 'section\_enroll\_census\_count' in term\_section\_fte

**VCCCD SURVEY**

A remedial course is defined (for this purpose) as one that does not transfer to a four year state accredited institution.

		Fall 2011	Spring 2012
1) How many remedial course do you offer?	Degree Applicable	178	165
	Non-Degree Applicable	86	69
	Total	264	234

2) What is the total number of students' enrolled in remedial courses at your campus?	Degree Applicable	4819	4340
	Non-Degree Applicable	1932	1619
	Total	5751	5959

3) How many remedial students are enrolled in each of these classes?	Degree Applicable		
	Non-Degree Applicable		
	Total		

4) How many students do you have in remedial reading courses?	Degree Applicable	72	38
	Non-Degree Applicable	64	38
	Total	136	76

5) How many students do you have enrolled in remedial English courses?	Degree Applicable	794	609
	Non-Degree Applicable	470	267
	Total	1264	876

6) How many students do you have enrolled in English as a second language courses?	Degree Applicable		
	Non-Degree Applicable	401	362
	Total	401	362

7) How many students do you have enrolled in remedial math courses?	Degree Applicable	2042	1831
	Non-Degree Applicable	597	552
	Total	2639	2383