

Ventura College

Fast Track to College Success

Proposal Submitted for the
Basic Skills and Student Outcomes
Transformation Program

RFA 15-068

2016-2019

<u>Part</u>	<u>Page number</u>
1) Table of Contents	2
2) Need (Statement of Problem)	3
3) Response to Need	7
4) Work Plans	13
5) Program Management	47
6) Budget Summary and Detail	49
7) Overall Feasibility (for Proposal Readers only)	55
8) Sustainability of Program	56
9) Collaboration with K-12 Schools	59
10) Scaling Up Existing Practices	61
11) Providing Services to Greater Proportions of Students	63

- a) Problem that this proposed program will address & evidence-based basic skills principles and practices that will be used

Ventura College's (VC) *Fast Track to College Success* program will strategically outreach to and build on current small-scale effective practices and programs, including its First-Year Experience (FYE) program, to create fast-track pathways to success for incoming students and promote completion of college-level math and/or English within the first year of college. Four of the six practices required by the funding legislation/CCCCO will be implemented, practices 1, 2, 5, & 6 as number-identified in the RFA.

Multiple chronic problems that impede VC students' success and completion of their goals are addressed through *VC Fast Track to College Success*. The first problem is that too often students rely solely on assessment test scores for placement into math and English, and studies show that the tests typically place students below their actual skill level. We will implement effective practice #1 (Multiple measures assessment) to address this, applying multiple measures that allow most students to place at least one level higher than test results alone do. Testing below actual skill level is very discouraging to students and leads to the second big problem—that students often delay taking math and/or English. The long basic skills course sequences are a problem, too. As data from the *Basic Skills Progress Tracker* so clearly demonstrates, a significant number of students who successfully complete a basic skills course do not persist to the next course level; these exit points are detrimental to college completion. We will address these two problems with effective practice #2, enabling more students to enroll directly into gateway (college/transfer-level) math and/or English courses in their first semester or year, and effective practice #6, in which we will replace long basic skills course sequences with shorter accelerated models. A final problem that we will address is that most students do not voluntarily seek out and use the support services that we have in place for them—much to their detriment. VC data on supplemental instruction (SI) usage, for example, show that students who attend five or more SI study groups are much more likely to succeed in the class, and to do so better (averaging one full grade higher), yet few students participate regularly in these structured study sessions. Similarly, many students fail to seek out guidance, whether it is from faculty or counselors; we will implement effective practice #5 to proactively provide via English and/or math class(es) targeted counseling and embedded academic support, building out two programs currently being piloted.

- b) Description of the VC and VCCCD, including demographics, regional characteristics, enrollment data, and experience working with basic skills students in the implantation of the BSI over the past five years.

Ventura College is the oldest of the Ventura County Community College District's (VCCCD) three colleges; its sister colleges are Moorpark College and Oxnard College.

Regional Characteristics: VC serves a large geographic area that includes the cities of Ventura, Santa Paula, Fillmore, and Ojai, as well as the communities of Piru, Oak View,

and Mira Monte. In 2015, our service area population was estimated at 138,789 residents. Between 2010 and 2022, this population is projected to decline by about 12%, but the number of high school graduates in Ventura County is projected to remain stable. The median household income of VC's service area is slightly higher than the median household income for California, but it is much lower than that of Ventura County as a whole. Fewer adults in the service area have a bachelors, graduate, or professional degree compared to the rest of Ventura County and the overall State.

Ventura College Demographics: In Fall 2015, VC had a total enrollment of 13,085 students. Of this number, 59% were Hispanic, 30% white, 5% Asian, 4% multiple ethnicities, with the remaining 2% falling into the categories of unreported, Native American, or Pacific Islander. Females represent 55% of the student population. The majority of students have an educational goal of completing an Associate's Degree and/or transferring to a 4-year university, a goal that has increased substantially over the past 10 years. Two obstacles impeded students from completing their goals quickly. The first is that the majority of our students attend part time, a trend that has remained stable over the past 10 years. The second is students' level of English and/or math competency upon entry to the college.

Snapshot of VC Placement and Success Data: The majority of students require some level of remediation in math and/or English. For example, of the 2,828 individuals taking the English Assessment in fall 2015, 739 students (33.3%) placed into the transfer-level course ENGL V01A, while 835 (37.6%) placed into ENGL V02, one level below transfer, and 646 (29.1%) placed two or more levels below transfer into ENGL V03 or ESL classes. A total of 608 students who took the English assessment exam did not enroll in classes at VC. For students placed two levels below transfer in ENGL V03, only 36% on average pass V01A within three years (six semesters). In the fall 2012 ENGL V03 cohort, 36% passed V01A by the end of spring 2015. Math data is a bit worse.

BSI Activities to Increase Persistence: Through targeted classroom activities and encouragement from English instructors beginning in spring 2012, the percentage of successful ENGL V02 students who enrolled immediately in ENGL V01A jumped over 20 points in the past three years, from 45 percent in the 2011-2012 academic year to 67 percent in the 2014-2015. Since fall 2009, the persistence rate for ENGL V03 students has remained strong averaging 84% from V03 to V02 and 81% from V02 to V01A. However, because of attrition and the "exit points" in our three-course sequence, the percent completing the transfer-level course remains disappointingly low at 36%. English has used a compression model to address these exit points and have now developed an accelerated version to increase persistence and success. The data for math are worse, and the Math Department also uses accelerated courses to address.

- c) Evaluation of our efforts to date: resources and support in addressing needs of basic skills students using BSI and other program funds for the proposed instructional programs.

Ventura College has a strong start, thanks to efforts funded by BSI, 3SP, Equity, as well as current and past HSI Title V grants. We have used BSI funding to re-envision our

academic support services; most recently, faculty in math and English have created special tutoring workshops for basic skills learners and are developing assignments that embed group tutoring. Title V funds have been used to reconceive our Writing Center and experiment with Supplemental Instruction (SI). Special student support services, such as Targeted Counseling, are being incorporated into some basic skills classes (originally paid for with BSI funds and now supported by 3SP). Through another, now completed, Title V grant VC has an excellent professional development program that includes a week-long, hands-on Summer Teaching Institute (STI) that has been instrumental in disseminating effective teaching practices and promoting curriculum revision, including acceleration. Finally, as a new *Achieving the Dream* (ATD) college, discussion of equity and achievement gaps are commonplace. Our *VC Fast Track to College Success* proposal is actually an action plan that does triple duty: it serves as a global improvement plan required by the new ACCJC standards (our accreditation site team visit will be this September), recommended by the CCCCO's new *Institutional Effectiveness Partnership Initiative* (IEPI), and required by ATD. We are uniquely prepared to take our activities toward equity—especially as it pertains to students with basic skills needs—to the next level and to scale.

- d) Explanation why the evidence-based practices and principles were selected and demonstration of their relationship to the identified need or problem.

The four recommended evidence-based practices and principles identified for this grant project were selected because some level of implementation is in progress. This grant will ensure that these in-process transformations will continue and grow to large-scale within the next few years. These practices and principles were also chosen because they are not costly to maintain once the laborious and time-consuming transformation process is complete; no cost/low cost practices ensure sustainability and are more easily scaled. This one-time funding will enable us to establish more quickly and fully—and then to scale—proven practices we have been investigating, planning, and practicing on a smaller scale.

Our first selected practice, named “Fast Track Assessment,” addresses BSI Transformation legislation objective #1 (adopt multiple measures assessment). Over the past year, our Math and English departments have engaged in discussions about our assessment process; these discussions were spurred both by the need to prepare for the new Common Assessment Exam and by equity concerns. As a new ATD college, we are now keenly aware of the inequities that currently exist that disproportionately impact students of color and impede their ability to access, and then to successfully complete, gateway math and English courses required for degrees or transfer.

Our second selected practice, identified as “Fast Track Course Enrollment,” addresses BSI Transformation legislation objective #2 (increase direct placement in gateway English and math courses) and dovetails nicely with our implementation of “Fast Track Assessment.” Using multiple measures and strategic lowering of cut scores, we will increase from approximately 30% students directly entering gateway math and/or English courses to 60% over the next several years (based on CCRC and CAP data

showing that 60-80% of all students can successfully complete transfer-level courses when placed directly into them). Additionally, we will create, schedule, and actively promote clear enrollment pathways that will ensure timely completion of math and English requirements. This will mean making more transfer-level classes available each semester as well as offering more accelerated developmental courses. A reduction in offerings of traditional slow-paced basic skills courses will make it possible to increase our transfer-level and accelerated course offerings.

Our third selected practice, “Fast Track Support,” addresses BSI Transformation legislation objective #5 (proactive support services integrated with instruction). It will provide students who have been “propelled” to more challenging levels of math and/or English with the academic and counseling support needed to succeed and persist. We will build on two pilot programs, one related to academic support, the other to counseling.

Finally, we have already made great progress in our fourth selected practice, “Fast Track Foundational Pathways.” This addresses BSI Transformation legislation objective #6 (shorter math/English course sequences). Math already has created an accelerated statistics course for non-STEM majors and will develop an accelerated course for those pursuing majors in STEM fields. English has followed suit with a no-more-than-one course to transfer-level pathway. We will transition to making our accelerated courses the majority of those offered and phase out the longer sequences.

e) Insert here—if applicable: our regional AEBG consortium efforts.

Not applicable. Our regional AEBG focuses on non-credit areas while the focus of our BSI, including this grant proposal, is on credit courses. As the noncredit builds out, we hope that it will serve as a bridge to the credit side.

- a. Describe the community college's current practices with regard to the selected high impact practices and its readiness to implement the new interventions.

Ventura College has developed a comprehensive and integrated approach to get more students through gateway math and English courses faster, aptly named ***VC Fast Track to College Success***. Our *VC Fast Track for College Success* leverages pre-existing activities and/or practices and will synthesize and scale these to create a seamless pipeline to start students at higher levels of math and English, offer accelerated options, provide wrap-around support while in the classes, and give guidance to persist to the next level. The four components are “Fast Track Assessment,” “Fast Track Gateway Enrollment,” “Fast Track Support,” and “Fast Track Foundational Pathways,” which are outlined below.

High Impact Practice # 1: Adopt student placement/assessment measures that include multiple measures—“Fast Track Assessment”

Current practice: Students enrolling at VC are encouraged to take the math and English placement exams and many do. The college facilitates the process through an outreach program that enables the exams to be taken at the local high schools. Often, however, students rely simply on their placement scores rather than meeting with a counselor or advisor for multiple measures to be applied. Also, the multiple measures that are used are neither uniform or nor recently vetted with math and English faculty. Currently, high school seniors who attend our “Pirate Fridays” orientation events are a concentrated group receiving multiple measures to determine their English and math placement levels. In spring 2015, 206 high school students attended Pirate Friday events. This year approximately 600 prospective students are expected. In addition, attendance at our face-to-face group advisement is growing; approximately 1,500 students went through it this past fall, making it an excellent venue to implement multiple measures.

VC’s math and English faculty have spent much time this spring studying data related to our placement cut scores and our students’ success. Two findings stand out. First, there is most definitely an equity gap. In English, for example, 31% of those who place into two levels below the English 1A/transfer level are Hispanic, while 12% are white; of those who start two levels below, only 35% are likely to complete English 1A in three years. In comparison, placement in English 1A is 53% white and 24% Hispanic, and completion is 85% within three years (Fall 2012 cohorts tracked through Spring 2015). Second, a deeper analysis of cut scores compared with course success suggests that our cut scores are too high. Students assessing directly into college-level math courses (College Algebra and Elementary Statistics) do significantly better than those coming from prerequisite courses, suggesting that our cut scores screen out too many from immediate placement in transfer-level math. Based on this data, English and Math faculty have adjusted to their respective assessment exam cut scores; adding in multiple measures will further increase the number of students placing at higher levels.

Readiness to implement: We have several new interventions to implement that will enable more students to be placed at a higher level of English and/or math, some of which can be applied immediately (e.g., cut scores reduction), while others will need

more time and effort that this grant will support. The Math and English departments are developing algorithms (matrices) that include high school GPA and other factors that research has shown to be more accurate predictors of skill level and course success. These new algorithms will help our counselors apply multiple measures more uniformly and ensure that students are properly placed—and placed at higher levels than assessment tests alone typically do.

Another important factor in applying multiple measures is to have direct contact with the student after s/he has taken the assessment examination. VC already has a number of practices that enable direct contact with new students prior to registration. For example, for several years now we have brought local high school seniors to our campus on Fridays in April and May (known as “Pirate Fridays”). This is a great outreach to our community and an excellent opportunity for multiple measures advisement. Our *VC Fast Track to College Success* leaders will work closely with our counselors and 3SP and Equity leaders to embed proactive advising and the new multiple measures matrices into Pirate Friday high school senior orientation events, our already well-attended group advising sessions (currently attended by 1,500 out of approximately 2,800 incoming students), and our new FYE program. All 300 students in this FYE cohort will be assessed with the new cut scores and multiple measures criteria, enrolled into appropriate English and/or math classes, and tracked for retention, success, and persistence.

We are very likely to accomplish this because we have the structure, the will, and many foundational practices and programs already in place. Structurally, we have our new Student Success Committee (under the leadership of the Vice President of Student Development) that coordinates our 3SP, Equity, BSI, Achieving the Dream, and ACCJC Quality Focus initiatives, and in general “assists in advancing the goal of integrating and optimizing plans, initiatives, and resources to continuously improve our students’ learning and support experience.” We also have a bi-weekly Student Support Leadership Council meetings in which leaders in the areas of academic and student support share information and strive to organize and leverage activities, funds, and services to serve more students and to do so better.

High Impact Practice # 2: Increase placement of students directly in gateway English and mathematics courses—“Fast Track Gateway Enrollment”

Current practice: VC has multiple-course sequences for English and math, sequences in which our students get bogged down, as revealed by data from the Basic Skills Progress Tracker. The longer the sequence, the less likely students will get through it to transfer/college level, and the more delayed the start of math and English course taking. Another impediment for students is the lack of seats available to take these critical math and English courses in their first semester. Entering students often have the lowest registration priority; we need to ensure that students actually enroll in these classes beginning in their very first college semester. To that end, last year Ventura College launched a First-Year Experience program (FYE) that has at its core direct placement of FYE students into gateway math and/or English classes in their first semester of

college. FYE students come to campus for orientation, multiple measures placement, and then are directed to register immediately into open math and English classes. The inaugural cohort of 100 students will increase to 300 for fall 2016.

Readiness to implement:

Our collaboration with the FYE program and Pirate Friday organizers provides excellent opportunity to direct students immediately into gateway math and English course pathways. Our goal is to ensure that each of the 300 FYE students this year is in at least a math or English gateway pathway. We have built our fall 2016 schedule for English with this in mind; the math schedule is a bit more limited as we wait upon curriculum approval, but we think we can accommodate all of the stats-track FYE students. Piloting these gateway pathways with a captive FYE audience will provide us with a lot of information that we can analyze to help us smooth the transition to a scaled up practice that will see a majority of our incoming students enrolling in our redesigned gateway math and English classes. Others will benefit from our accelerated developmental courses. Sometimes students are suspicious of new courses; we had a difficult time filling our accelerated Statistics courses (Math 12) last fall. The FYE leaders, however, are eager to channel students who don't place into transfer level (even with multiple measures) into these accelerated math and English pathways.

High Impact Practice # 3: Provide proactive student support services that are integrated with instruction—"Fast Track Support"

Current practice: One of our "activities" with our regular Basic Skills Initiative funding is integrated tutoring support. Math and English faculty have been developing workshops that focus on concepts and skills with which students in developmental English and math classes often struggle. These same two groups of faculty (one group in English, one in math) are creating assignments that embed collaboration and the use of group tutoring and/or attendance at specific workshops. We plan to convene a study group to figure out what it would take to scale this practice to all developmental math and English classes offered each term.

In addition to this enhanced and embedded academic support, we also have used our regular BSI funding to provide targeted counselor support to students in basic skills classes. Specifically, instructors of basic skills math or English classes may request a two-series counselor presentation in the classroom; they may also make direct requests for these same counselors to contact and meet with students who have been identified as needing specific support or interventions. We plan to take this additional counseling support program to scale, enhanced by the *Grades First* online student support management tool.

Readiness to implement:

Helping our "readiness to implement" will be the professional development we will offer through this grant, specifically our Summer Teaching Institute, as well as workshops throughout the year and faculty study groups. Through these methods, faculty will learn about designing assignments that embed academic support and will become aware of

the valuable workshops and tutoring services that we offer that are tailored to students with basic skills needs. We already have model curriculum/assignments from the pilot faculty study groups.

Two other factors further aid us in this goal to embed academic/tutoring support in all developmental math and English classes. First, our developmental math and English courses already have “lab components,” extra hours that currently are not well utilized; we have built-in the additional time-on-task that is needed to accelerate students quickly to college-level math and English. Second, VC is one of the CCCCO’s full implementation Online Education Initiative (OEI) schools. As such, all of our classes have access to the *Net Tutor* (online tutoring) via our learning management system. The proposed program administrator for this grant and both of the college’s Tutoring Center supervisors are members of a statewide workgroup to oversee, develop, and recommend innovative practices for embedding *Net Tutor* use within courses. Our leadership in this area will greatly enhance application of effective practices at VC.

Scaling the additional counseling support program to all of our basic skills classes is likely as it is a practice that is supported by those who sit on the Student Success Committee (combined 3SP/Equity/BSI), and evidence to date has shown it to be effective. Also, VC is in the process of wide-scale implementation of *Grades First*, a student success and support online management system for early alert, advising management, tutoring management, and communications (between faculty and counselors, faculty and counselors with managers, and with students). *Grades First* is comprehensive yet easy to use, and it will enable us to track student success and bring “just-in-time” interventions to scale.

High Impact Practice # 4: Develop two- and three-course sequences, as appropriate, for completion of college-level English or math courses, or both—“Fast Track Foundational Pathways”

Current practice: As noted under our High Impact Practice #2, we have developed and/or are in the process of developing accelerated courses in math and English with the goal of no more than two-course sequences to completion of college-level course for English and for non-STEM-majors math (Stats Path). We are developing a three-course math sequence—maximum—for STEM (and Business) majors. These courses are either already approved or are in the curriculum approval process pipeline. The English Department also has eliminated English 4 (three levels below transfer) and with the new accelerated curriculum approved for fall 2016, will have condensed further to enable students to take one developmental course to become transfer-ready.

Readiness to implement:

We have already offered the Stats Path accelerated course. Our planned Summer Teaching Institute will help us prepare more instructors so that we can offer more sections each term and transition away from the traditional STEM-based math sequence that up to 70% of our students don’t really need. And as noted earlier, English

has already adjusted its fall 2016 schedule to accommodate the one-semester to transfer-level concept, reducing English 3 sections (two levels below transfer) by 20%.

Helping us to achieve this goal of gateway course readiness within the first year is our plan to implement new multiple measures standards for assessment as well as our plan to proactively direct students into math and English pathways in their first year via our revamped “Pirate Fridays” on-campus advisement for graduating high school seniors and our new FYE program.

- b. Articulate targets for the share of entering students projected to be served by these interventions over the three-year implementation period.

HIP #1 (Assessment) —Year 1 target: 100% of the pilot FYE cohort plus at least 30% of all other first time students; Year 2 target: At least 50% of first time students; Year 3 target: 100% of first time students (multiple measures programed in to Common Assessment)

HIP #2 (Placement into gateway math or English) —Year 1 target: 40% of pilot FYE cohort / 30% of all other; Year 2 target: 50% of all new students; Year 3 target: 60%

HIP #3 (Proactive support services:VC integrated tutoring & counseling outreach) —Year 1 target: 20%; Year 2 target: 40%; Year 3 target: 60%

HIP #4 (Shorten sequences for completion of college-level math or English) —Year 1 target: Curriculum 75% developed; Year 2 target: Curriculum 90% developed; Year 3 target: Curriculum 100% developed (includes removal of old curriculum & sequences)

- b. Set goals for the share of entering students who complete a college-level English or mathematics course within three semesters or less after enrollment.

Goal for completing college-level English or math course within three semesters:
Year 1 = 50%; Year 2 = 65%; Year 3 = 85%

- d. Identify key strategies and implementation benchmarks for evaluating the progress of campus efforts to implement the selected interventions.

HIP # 1: Benchmark goal to strive for is 100% of the students who attend face-to-face advisement session; for fall 2015, this was 1,600 out of ~2,870 first-time students. With implementation of the online Common Assessment with multiple measures programmed in (Year 3 launch), benchmark goal to strive for is 100% of entering students.

HIP # 2: Benchmark goal to strive for will be determined by the increased percentage of course offerings in English and math that are transfer-level and one-level below and the reduction of course offerings that are two or more levels below transfer.

HIP # 3: Benchmark goal to strive for is 50%, corresponding with our goal to increase within the three-year grant period the number of students who directly place into a college-level math or English course from the current 30% to 60%.

HIP # 4: Benchmark goal to strive for is 100% for English and both the STEM and non-STEM math pathways. Benchmark goal to strive for as far as scheduling these pathways (reducing traditional offerings) should be 90% for English and 70% for math.

- e. Detail the number of campus faculty likely to be involved in all selected high impact interventions and the plan for addressing their professional and technical assistance needs.

For HIP #1: At least 80% of the math and English faculty (full and part-time) will have been involved in the discussion; 100% of math and English faculty will be aware of the changes (multiple measures matrix, Common Assessment implementation).

For HIP #2: By the end of the grant period, nearly 100% of math and English faculty will be impacted by the students placed in their classrooms.

For HIP #3: By the end of the grant period, between 80-100% of English and math faculty (full and part-time) will have attended one or more workshop regarding revised or accelerated curriculum and new teaching methodologies, including embedded academic and student support.

For HIP #4: By the end of the three year period, 100% of math and English faculty will be aware of the sequence changes with at least 80% actively involved (developing curriculum or teaching the courses). Faculty in disciplines other than math and English will be apprised through newsletters and offered training during fall and spring Flex/Professional Development days. Faculty leads (English and math) will address the professional and technical assistance needs. These 100% reassigned Leads will oversee curricular and instructional transformations and coordinate Summer Teaching Institutes as well as monthly workshops. Additional faculty may lead faculty study groups. We also anticipate the need for a Professional Expert to oversee key trainings as well as to advise and help us navigate the choppy waters of transformation.

- f. Describe how the basic skills initiative is leveraging AEBG funds and how are AEBG funds for basic skills supporting the basic skills initiative and any connection between the programs.

Our regional AEBG focuses on non-credit areas while the focus of our BSI, including this grant proposal, is on credit courses. As the noncredit builds out, we hope that it will serve as a bridge to the credit side.

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

VENTURA COLLEGE FAST TRACK TO COLLEGE SUCCESS

OBJECTIVE: #1: “FAST TRACK ASSESSMENT” (RFA OBJECTIVE #1: ADOPT MULTIPLE MEASURES ASSESSMENT)—YEAR 1 (2016-2017)

The Math and English departments have analyzed assessment test data and lowered cut scores for gateway math and English courses. Implementation of these new cut scores will begin for those taking the assessment test in spring and summer 2016 for Fall 2016 semester enrollment. Math and English will also develop multiple measures to be piloted with the fall 2016 First-Year Experience (FYE) cohort. Use of multiple measures (MM) algorithms or matrices that include high school GPA and other factors will be analyzed further (examination of FYE cohort) and scaled in Year 2. Plans for reaching more students (to have multiple measures applied) will be studied; existing programs (Group Advisement, First-Year Experience, Pirate Fridays for high school seniors, etc.) will be the primary vehicles for this Assessment Advising expansion. An online multiple measures calculator will be programmed with the new online Common Assessment (to be developed in Year 2 for implemented in Year 3).

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
1. Adopt California Acceleration Project rubrics (matrices/algorithms) for use with the First-Year Experience (FYE) program students.	<u>For Activities 1 & 2:</u> Based on the use of multiple measures, the proportion of FYE students placed into transfer level or one-level below transfer, in English and/or math, will be greater than the proportion of students in the general VC population placed into transfer	1. July 2016	1. Math & English Faculty Leads; FYE Director

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
	level or one-level below.		
2. Pilot proactive use of multiple measures with all students in the Fall 2016 FYE cohort, including use of overall high school GPA and course taken.	<u>For Activities 1 & 2:</u> Based on the use of multiple measures, the proportion of FYE students placed into courses two- or three-levels below transfer, in math and/or English, will be less than the general VC population placed into courses two- or three-levels below transfer in math and/or English.	2. July-Aug. 2016	2. Project Director & FYE Director
3. Implement new, lower cut scores for our current placement exams in math and English for all students.	<u>For Activities 2 & 3:</u> The proportion of all VC students placed directly into transfer level courses in English and/or math will be greater than the proportion of all VC students placed directly into transfer level courses in the three academic years prior to the implementation of this grant.	3. April 2016	3. Math & English Leads; Assessment Coordinator
4. Prepare to scale up the use of multiple measures to all VC students by looking at various success measures of students in FYE program who were placed using multiple measures.	<u>For Activity 4:</u> The proportion of FYE students completing a transfer level English or math course within three semesters will be greater than the proportion of VC students completing a transfer level English or math course within three semesters, for the Fall 2016 cohort.	4. Jan. - Feb. 2017	4. Project Director; Math & English Leads

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
5. Meet with Assessment Office and Counselors to present new assessment (multiple measures) criteria and discuss broad implementation and methods for reaching a greater proportion of students through placement advisement.	<u>For Activity 5:</u> Create a plan for Fall 2017 implement to increase Assessment Advisement Outreach to 75% of incoming students (currently advisement received by approx. 55%).	5. July 2016 & Feb. – Mar. 2017	5. Math & English Leads
6. Form a workgroup to begin looking at the Common Assessment (cut scores & multiple measures for it).	<u>For Activity 6:</u> Action Plan developed with direct involvement by at least 25% of the math and English faculty.	6. Jan. – Mar. 2017	6. Math & English Leads
7. Collaborate with Pirate Friday coordinators to embed multiple measures into advisement that is a part of the Pirate Friday activities for high school seniors.	<u>For Activity 7:</u> Action Plan developed to provide approx. 600 potential students with multiple measures advisement during Spring 2017 Pirate Fridays (high school senior outreach).	7. Oct. – Feb. 2017	7. Project Director; Math & English Leads
8. Collaborate with local high school English and math teachers (annual spring meeting) and establish work groups to begin assessment prep in the high schools.	<u>For Activity 8:</u> The students from collaborating high schools will place directly into gateway math and/or English courses at a rate of 20% over Fall 2015.	8. Oct. 2016 – May 2017	8. Math & English Leads

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

VENTURA COLLEGE FAST TRACK TO COLLEGE SUCCESS

OBJECTIVE: #2: “FAST TRACK GATEWAY ENROLLMENT” (RFA OBJECTIVE #2: INCREASE PLACEMENT OF STUDENTS DIRECTLY IN GATEWAY ENGLISH AND MATHEMATICS COURSES)—YEAR 1 (2016-2017).

Target: In Y1, 40% of the pilot FYE cohort and 30% of all other entering students will be enrolled in a gateway math and/or English class or pathway in their first semester.

Ventura College math and English faculty, along with their counselor and other student intake and support colleagues, will implement strategies designed to increase entering students’ access to and enrollment in gateway math and/or English courses. Revising assessment/placement practices (see Objective #1) will go a long way to accomplishing this, but we will also need to increase the number of gateway course sections that are available and actively promote and entice students to enroll in their first term. We will pilot some of these strategies with our Fall 2016 FYE cohort in Y1. Piloting these strategies with a captive FYE audience will provide information to analyze and then develop methods for expanding in Y2 & Y3.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
1. Adjust AY 2016-2017 math and English accelerated course offerings based on enrollment needs of pilot (FYE cohort) and impact of lowered assessment cut scores.	For Activities 1, 2, 3, 4 & 5: At least a 50% increase in the number of accelerated courses offered during AY2016-2017; increase by at least 10% transfer/college level math and English courses offered AY 2016-17.	1. July 2016	1. Math/English Leads

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
2. For F2016, Spr2017 & F2017, reduce the number of scheduled sections of English V03 (two-levels below transfer) and increase the number of sections of English V01A (transfer level).	<u>For Activities 1, 2, 3, 4, 5, 6 & 7:</u> At least a 50% increase in the number of students enrolled in math or English accelerated pathways.	2. July 2016 (for F16); Sept. 2016 (for SP17); Feb. 2017 (for F2017)	2. Math & English Leads
3. AY 2017-2018 course schedule for math and English is data-informed, factoring in impact of new assessment criteria and process.	<u>For Activities 1, 2, 3, 4, 5, 6 & 7:</u> Based on the use of multiple measures, the proportion of FYE students placed into transfer level or one level below, in math and/or English, will be greater than the proportion of students in the general VC population placed into transfer level or one level below (math and/or English).	3. Sept. 2016; Feb. 2017	3. Math & English Leads
4. Spr2017, offer new pre-stats accelerated course (replaces former two-course sequence).	<u>For Activities 1, 2, 3, 4, 5 & 6:</u> The proportion of FYE students completing transfer level math and/or English within three semesters will be greater than the proportion of all other VC students for the same (Fall 2016 cohort).	4. Sept. 2016	4. Math Lead
5. Consider late start and other alternative schedules to provide access to more students.	<u>For Activities 1, 2, 3, 4, 5, 6 & 7:</u> Based on the use of multiple measures, the proportion of FYE students placed into courses two or three levels below transfer, in math and/or English, will be less than the proportion of all other VC students who placed into the	5. July 2016 & Feb. – Mar. 2017	5. Math & English Leads

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
	same		
6. Create visual flow charts illustrating shorter and clearer English and math pathways.		6. July 2016 (1 st draft); Jan.- Mar. 2017 (2 nd draft)	6. Math & English Leads
7. Hold two math, English, and counseling retreats to review data and develop strategies for getting more students to take math and /or English in their first semester.		7. Aug. 2016 & Jan. 2017	7. Project Director w/ Math & English Leads

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

VENTURA COLLEGE FAST TRACK TO COLLEGE SUCCESS

OBJECTIVE #4: “FAST TRACK FOUNDATIONAL PATHWAYS” (RFA OBJECTIVE #6: DEVELOP TWO AND THREE COURSE SEQUENCES, AS APPROPRIATE, FOR COMPLETION OF COLLEGE-LEVEL ENGLISH OR MATH COURSES, OR BOTH)—YEAR 1 (2016-2017)

TARGET: IN Y1, 75% OF ACCELERATED CURRICULUM FOR BASIC SKILLS MATH AND/OR ENGLISH COURSES WILL BE DEVELOPED WITH THAT CURRICULUM REPLACING 20% OF SECTIONS OFFERED (SIMILAR TRADITIONAL COURSES) IN MATH AND/OR ENGLISH.

Both the English and Math departments have been experimenting with reduced basic skills course sequencing. The Math Department has a Stats Path accelerated course that has been offered for several semesters. Accelerated Pre-stats will be offered for the first time in spring 2017. Since approximately 70% of students are on the Stats track (non-STEM), these two accelerated math courses, once offered to scale, will greatly reduce the number of math courses most students need to take and increase overall completion. The next step for math faculty is to develop accelerated curriculum for students majoring in STEM fields.

Similarly, in fall 2016, the English Department will offer its first truly accelerated course, English V03A, a five-unit course designed to prepare students who place two levels below transfer to enroll in the transfer-level course in the following semester.

Over the next three years, VC will transition to offering primarily the accelerated versions of these basic skills math and English courses, permitting more students who come with basic skills needs to reach the transfer level in one or two semesters instead of two to four semesters.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
1. Develop accelerated STEM math courses for a STEM pathway.	<u>For Activities 1 & 3:</u> More accelerated pathways courses, in both English and math, will be offered than in any academic year prior to 2016-	1. July-Sept. 2016	1. Math Lead

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
	2017.		
2. Create clear flowcharts for STATS and STEM pathways and for the accelerated English composition sequence. Promote the flow charts among faculty, counselors, and students.	<u>For Activities 1, 2, 3 & 4:</u> A greater number of students will be enrolled in accelerated pathway courses than in any academic year prior to 2016-2017.	2. July-Dec. 2016	2. Math & English Leads
3. Provide a direct path from two levels below transfer into ENGL V01A with a single 5-unit accelerated course.	<u>For Activities 3, 4, 5, 6 & 7:</u> The proportion of FYE students completing a transfer level English or math course within three semesters will be greater than the proportion of VC students completing a transfer level English or math course within three semesters, for the Fall 2016 cohort.	3. July-Oct. 2016	3. English Lead
4. Establish and expand the use of a “skip” (or “jump”) model that allows prepared ENGL V03 students to move straight to ENGL V01A.		4. Aug. 2016 – Feb. 2017	4. English Lead
5. Expand professional development on acceleration, and best teaching practices, for basic skills English and math instructors.		5. Aug. 2016 – June 2017	5. Project Director w/ Math & English Leads

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
6. Identify training needs for faculty and provide training to faculty to successfully integrate student support services.		6. Aug. 2016 – June 2017	6. Math & English Leads
7. Three instructors from English and three instructors from math to complete the California Acceleration Project's Communities of Practice program.		7. May 2017- Jan. 2018	7. Project Director

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

VENTURA COLLEGE FAST TRACK TO COLLEGE SUCCESS

OBJECTIVE #3: “FAST TRACK SUPPORT” (RFA OBJECTIVE #5: PROVIDE PROACTIVE STUDENT SUPPORT SERVICES INTEGRATED WITH INSTRUCTION)—YEAR 1 (2016-2017)

TARGET: IN Y1, AT LEAST 20% OF STUDENTS IN BASIC SKILLS MATH AND/OR ENGLISH CLASSES WILL BENEFIT FROM INTEGRATED TUTORING AND/OR TARGETED COUNSELING SUPPORT.

Math and English faculty will develop integrated academic support for developmental and transfer-level English and math courses. They will design workshops that focus on concepts and skills with which students often struggle. Faculty will also create assignments that embed peer collaboration and the use of group tutoring and/or attendance at specific workshops. A faculty study group will then analyze what it would take to scale this practice and develop professional development workshops to teach other faculty how to integrate academic support in their assignment designs. One strategy for to achieve scale and equity with regard to academic support is online tutoring. Faculty leads will study how best to embed this resource into the curriculum.

In addition to this enhanced and embedded academic support, targeted counselor support will be made widely available to students in basic skills classes and the instructors who teach them. Specifically, instructors of basic skills math or English classes may request a two-series counselor presentation in the classroom; they may also make direct requests for these same counselors to contact and meet with students who have been identified as needing specific support or interventions. We plan to take this additional counseling support program to scale, enhanced by the *Grades First* online student support management tool.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
1. Continue to expand Targeted (integrated) Counseling in basic skills courses.	<u>For Activities 1, 2, 3, 4, 5, 6 & 7:</u> For the FYE pilot cohort, success rates in each math and English courses 2, 1, or 0 levels below transfer will remain comparable	1. Ongoing (July 2016-May 2017)	1. Math/English Leads working with counseling

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
	with general success rates for these courses (even though students are being placed into these courses at a higher rate based on multiple measures).		
2. Provide critical thinking and study skills workshops through noncredit courses and the tutoring center to support composition students.	<u>For Activities 1, 2, 3, 4, 5, 6 & 7:</u> The proportion of FYE students completing a transfer level English or math course within three semesters will be greater than the proportion of VC students completing a transfer level English or math course within three semesters, for the Fall 2016 cohort.	2. Ongoing (Aug. 2016-May 2017)	2. English Lead
3. Develop additional noncredit IDS courses with more focused basic and critical writing and math/stats workshops.	<u>For Activity 1, 2, 3, 5 & 7:</u> At least 20% of basic skills math and English classes will participate in Targeted Counseling and/or tutoring.	3. July – Sept. 2016	3. Math & English Leads
4. Develop hands on, relevant activities for accelerated courses and for workshops.	<u>For Activity 8:</u> At least 20 faculty from math and English will attend the Summer Teaching Institute and incorporate at least two effective practices into their teaching in F2017, leading to an increase in student success rates in their classes of at least 5%.	4. July 2016 – Feb. 2017	4. Math & English Leads

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
5. Work with math and English faculty to embed noncredit courses and workshops to build appropriate academic and study skills.		5. July – Aug. 2016	5. Math & English Leads
6. Require academic support as part of the accelerated courses.		6. July – Sept. 2016	6. Math & English Leads
7. Identify tutoring needs and expand tutoring services as necessary to meet the needs of our students.		7. Ongoing (July 2016- May 2017)	7. Math & English Leads
8. Develop, recruit for, and implement Summer Teaching Institute (for June 2017) and other professional development workshops to prepare faculty to teach accelerated courses and embed support within assignments.		8. Oct. 2016 – May 2017	8. Project Director w/ Math & English Leads

APPLICATION ANNUAL WORKPLAN

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VENTURA COLLEGE FAST TRACK TO COLLEGE SUCCESS

OBJECTIVE: #1: "FAST TRACK ASSESSMENT" (RFA OBJECTIVE #1: ADOPT MULTIPLE MEASURES ASSESSMENT)—YEAR 2 (2017-2018)

The Math and English departments will continue to analyze assessment test data, including the piloted use of multiple measures in 2016-2017. Use of multiple measures (MM) algorithms or matrices that include high school GPA and other factors will be scaled in Year 2. Methods of reaching more students to have multiple measures applied will be implemented. Existing programs (Group Advisement, First-Year Experience, Pirate Fridays for high school seniors, etc.) will be the primary vehicles for this Assessment Advising expansion. An online multiple measures calculator will be programmed with the new online Common Assessment (to be developed in Year 2 for implementation in Year 3).

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
1. Implement the proactive use of multiple measures for all VC students.	<u>For Activities 1, 2 & 4:</u> Based on the use of multiple measures, the proportion of VC students placed into transfer level or one level below, in both English and math, will be greater than the proportion of students placed into transfer level or one level below, in both English and Math, over the last three academic years before the implementation of the grant.	1. March 2017 2.	1. Project Director

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
2. Hire a programmer to create an algorithm, based on the use of multiple measures, that uses the common assessment score, high school G.P.A., and courses taken in high school to place students into English and math courses.	<u>For Activities 1, 2 & 3:</u> For the Fall 2017 cohort, the proportion of VC students completing a transfer level English or math course within 3 semesters will be greater than the proportion of VC students completing a transfer level English or math course within 3 semesters, over the last three academic years before the implementation of the grant.	2. Feb. – May 2017	2. Project Director
3. Look at various success measures for the basic skills students and adjust the algorithm as necessary, based on the data.	<u>For Activities 1, 2 & 4:</u> Based on the use of multiple measures, the proportion of VC students placed into courses two or three levels below transfer, in both English and math, will be less than the proportion of VC students placed into courses two or three levels below transfer in both English and math, over the last three academic years before the implementation of the grant.	3. Mar. 2017	3. Math & English Leads
4. Continue collaboration among counseling, assessment, Pirate Friday and FYE leads, and math & English faculty and redesign group advisement and orientation sessions to ensure all students have access to multiple measures placement.	<u>For Activity 5:</u> Institutional Researcher will work with computer programmer to create and administer a survey to determine user friendliness (for students) and assessment accuracy (for counselors, advisors, and instructors).	4. Jan. – Mar. 2017	4. Project Director

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
5. Beta test via incoming FYE cohort programming of multiple measures into the new online assessment test (enhanced Common Assessment).	<u>For Activity 6:</u> The students from collaborating high schools will place directly into gateway math and/or English courses at a rate of 40% over Fall 2016.	5. Mar. – June 2018	5. Project Director
6. Continue collaboration with local high school English and math teachers (including annual spring meeting) on assessment prep activities in the high schools.		6. Oct. 2017 – May 2018	6. Math & English Leads

APPLICATION ANNUAL WORKPLAN

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VENTURA COLLEGE FAST TRACK TO COLLEGE SUCCESS

OBJECTIVE: #2: “FAST TRACK GATEWAY ENROLLMENT” (RFA OBJECTIVE #2: INCREASE PLACEMENT OF STUDENTS DIRECTLY IN GATEWAY ENGLISH AND MATHEMATICS COURSES)—YEAR 2 (2017-2018).

Target: In Y2, 50% of all entering students will be enrolled in a gateway math and/or English class or pathway in their first semester.

Ventura College math and English faculty, along with their counselor and other student intake and support colleagues, will implement strategies designed to increase entering students' access to and enrollment in gateway math and/or English courses or pathways. Revising assessment/placement practices (see Objective #1) will go a long way to accomplishing this, but we will also need to increase the number of gateway course sections that are available and actively promote and entice students to enroll in their first term. In Year 2, we will reduce the number of traditional (long-sequence) basic skills classes offered and increase access to one-course to transfer accelerated classes and transfer-level classes offered for math and English.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
1. Increase the number of sections of accelerated pre-statistics (Math V14) from two to four sections, and maintain two sections of transfer-level Stats (Math V12) each semester.	<u>For Activities 1, 2 & 3:</u> Increase the proportion of accelerated courses offered during AY2017-2018 to 50%; increase by at least 10% transfer/college level math and English courses offered AY 2017-18.	1. Feb. 2017 (for F17; Sept. 2017 (for SP18)	1. Math Lead
2. Decrease the number of traditional course offerings in English and increase the number	<u>For Activities 1, 2 & 3:</u> At least a 50% increase in the number of students enrolled in	2. Feb. 2017 (for F17); Sept. 2017 (for SP18)	2. English Lead

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
of new accelerated as well as transfer-level English course offerings based on need.	math or English accelerated pathways.		
3. Continue to assess the need for and adjust the offerings of various courses based on student assessment and other relative data.	<u>For Activities 1 & 2:</u> Based on the use of multiple measures, the proportion of Fall 2017 FYE students placed into transfer level or one level below, in math and/or English, will be greater than the proportion of students in the general VC population placed into transfer level or one level below (math and/or English).	3. Ongoing, but specifically Aug. 2017 & Jan. 2018	3. Math & English Leads
4. Continue collaboration among math/English faculty and counselors, advisors, and FYE & Pirate Friday coordinators to leverage immediate enrollment in gateway courses by entering students' (Two retreats).	<u>For Activities 1 & 2:</u> The proportion of FYE students completing transfer level math and/or English within three semesters will be greater than the proportion of all other VC students for the same (Fall 2016 cohort).	4. Aug. 2017 & Jan. 2018	4. Project Director w/Math & English Leads
	<u>For Activities 1, 2 & 3:</u> Based on the use of multiple measures, the proportion of FYE students placed into courses two or three levels below transfer, in math and/or English, will be less than the proportion of all other VC students who placed into the same.		

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
	<p>For Activity 4: The proportion of Fall 2018 entering students who enroll in gateway math and/or English pathways in their first semester will increase by 20% from those in Fall 2017.</p>		

APPLICATION ANNUAL WORKPLAN

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VENTURA COLLEGE FAST TRACK TO COLLEGE SUCCESS

OBJECTIVE #4: “FAST TRACK FOUNDATIONAL PATHWAYS” (RFA OBJECTIVE #6: DEVELOP TWO AND THREE COURSE SEQUENCES, AS APPROPRIATE, FOR COMPLETION OF COLLEGE-LEVEL ENGLISH OR MATH COURSES, OR BOTH)—YEAR 2 (2017-2018)

TARGET: IN Y2, 90% OF ACCELERATED CURRICULUM FOR BASIC SKILLS MATH AND/OR ENGLISH COURSES WILL BE DEVELOPED WITH THAT CURRICULUM REPLACING UP TO 50% OF SECTIONS OFFERED (SIMILAR TRADITIONAL COURSES) IN MATH AND/OR ENGLISH.

Both the English and Math departments have been experimenting with reduced basic skills course sequencing. The Math Department has a Stats Path accelerated course that has been offered for several semesters. Accelerated Pre-stats will be offered for the first time in spring 2017. Since approximately 70% of students are on the Stats track (non-STEM), these two accelerated math courses, once offered to scale, will greatly reduce the number of math courses most students need to take and increase overall completion. The next step for math faculty is to develop accelerated curriculum for students majoring in STEM fields.

Similarly, in fall 2016, the English Department will offer its first truly accelerated course, English V03A, a five-unit course designed to prepare students who place two levels below transfer to enroll in the transfer-level course in the following semester.

Over the next three years, VC will transition to offering primarily the accelerated versions of these basic skills math and English courses, permitting more students who come with basic skills needs to reach the transfer level in one or two semesters instead of two to four semesters.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
1. Expand professional development on acceleration, and best teaching practices, for basic skills English and math instructors (through workshops and the Summer Teaching	<u>For Activities 1 & 2:</u> For the Fall 2017 cohort, the proportion of VC students completing a transfer level English or Math course within three semesters will be greater	1. Aug. 2017-June 2018	1. Project Director w/ Math/English Leads

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
Institute.	than the proportion of VC students completing a transfer level English or math course within three semesters, over the last three academic years before the implementation of the grant.		
2. Continue to provide training to faculty to successfully integrate academic and student support services.	<u>For Activity 1, 3 & 4:</u> More accelerated pathways courses, in both English and math, will be offered than in the year 2016-2017.	2. Aug. 2017 – June 2018	2. Math & English Leads
3. Three instructors from English and three instructors from Math to complete the California Acceleration Project’s Communities of Practice Program.	<u>For Activity 1,2, 3 &4:</u> A greater number of students will be enrolled in accelerated pathway courses than in the year 2016-2017.	3. May 2018 – Jan. 2019	3. Project Director
4. Explore an accelerated English V02/V01A course that takes a student from one level below transfer to completing a transfer level English course in a single semester.	<u>For Activity 1:</u> At least four faculty from math and/or English who attend the STI will agree to teach accelerated courses within the next academic year.	4. July – Sept. 2017	4. English Lead
	<u>For Activity 2:</u> Academic and/or student support will be integrated into at least 40% of the foundational and gateway math and/or English classes offered		

APPLICATION ANNUAL WORKPLAN

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VENTURA COLLEGE FAST TRACK TO COLLEGE SUCCESS

OBJECTIVE #3: “FAST TRACK SUPPORT” (RFA OBJECTIVE #5: PROVIDE PROACTIVE STUDENT SUPPORT SERVICES INTEGRATED WITH INSTRUCTION)—YEAR 2 (2017-2018)

TARGET: IN Y2, AT LEAST 40% OF STUDENTS IN BASIC SKILLS MATH AND/OR ENGLISH CLASSES WILL BENEFIT FROM INTEGRATED TUTORING AND/OR TARGETED COUNSELING SUPPORT.

Math and English faculty will develop integrated academic support for developmental and transfer-level English and math courses. They will design workshops that focus on concepts and skills with which students often struggle. Faculty will also create assignments that embed peer collaboration and the use of group tutoring and/or attendance at specific workshops. A faculty study group will then analyze what it would take to scale this practice and develop professional development workshops to teach other faculty how to integrate academic support in their assignment designs. One strategy for to achieve scale and equity with regard to academic support is online tutoring. Faculty leads will study how best to embed this resource into the curriculum.

In addition to this enhanced and embedded academic support, targeted counselor support will be made widely available to students in basic skills classes and the instructors who teach them. Specifically, instructors of basic skills math or English classes may request a two-series counselor presentation in the classroom; they may also make direct requests for these same counselors to contact and meet with students who have been identified as needing specific support or interventions. We plan to take this additional counseling support program to scale, enhanced by the *Grades First* online student support management tool.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
1. Continue to expand Targeted (integrated) Counseling in basic skills courses.	For Activities 1, 2, 3, 4, 5, 6 & 7: For the FYE pilot cohort, success rates in each math and English courses 2, 1, or 0 levels below	1. Ongoing (July 2017-May 2018)	1. Math/English Leads working with counseling

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
	transfer will remain comparable with general success rates for these courses (even though students are being placed into these courses at a higher rate based on multiple measures).		
2. Provide critical thinking and study skills workshops through noncredit courses and the tutoring center to support composition students.	<u>For Activities 1, 2, 3, 4, 5, 6 & 7:</u> The proportion of FYE students completing a transfer level English or math course within three semesters will be greater than the proportion of VC students completing a transfer level English or math course within three semesters, for the Fall 2016 cohort.	2. Ongoing (Aug. 2017 – May 2018)	2. English Lead
3. Develop additional noncredit IDS courses with more focused basic and critical writing and math/stats workshops.	<u>For Activity 1, 2, 3, 5 & 7:</u> 40% of basic skills math and English classes will participate in Targeted Counseling and/or tutoring.	3. July – Sept. 2017	3. Math & English Leads
4. Develop hands on, relevant activities for accelerated courses and for workshops.	<u>For Activity 8:</u> At least 20 faculty from math and English will attend the Summer Teaching Institute and incorporate at least two effective practices into their teaching in F2017, leading to an increase in student success rates in their classes of at least 5%.	4. July 2017- Feb. 2018	4. Math & English Leads

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
5. Work with math and English faculty to embed noncredit courses and workshops to build appropriate academic and study skills.		5. July – Aug. 2017	5. Math & English Leads
6. Require academic support as part of the accelerated courses.		6. July – Sept. 2017	6. Math & English Leads
7. Identify tutoring needs and expand tutoring services as necessary to meet the needs of our students.		7. Ongoing (July 2017 – May 2018)	7. Math & English Leads
8. Develop, recruit for, and implement Summer Teaching Institute (for June 2017) and other professional development workshops to prepare faculty to teach accelerated courses and embed support within assignments.		8. Oct. 2017 - May 2018	8. Project Director w/ Math & English Leads

APPLICATION ANNUAL WORKPLAN

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VENTURA COLLEGE FAST TRACK TO COLLEGE SUCCESS

OBJECTIVE: #1: “FAST TRACK ASSESSMENT” (RFA OBJECTIVE #1: ADOPT MULTIPLE MEASURES ASSESSMENT)—YEAR 3 (2018-2019)

Goal: By the end of the three year period, 85 to 100% of entering students will be assessed into math and/or English using multiple measures, which will lead to more students placing into higher levels of math and/or English.

The Math and English departments will continue to analyze assessment test data, including the use of multiple measures between summer 2016 through spring 2018. Methods of reaching more students to have multiple measures applied will be implemented, including face-to-face and online. Existing programs (Group Advisement, First-Year Experience, Pirate Fridays for high school seniors, etc.) will be the primary vehicles for face-to-face Assessment Advising expansion. An online multiple measures calculator will be programmed with the new online Common Assessment and implemented in Year 3. Efficacy of this online component will be monitored and evaluated throughout 2018-2019 and adjustments made accordingly.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
1. Ensure all multiple measures placement will be 100% automated based on our math and English algorithms.	<u>For Activity 1:</u> The proportion of students placed into transfer level or one below transfer, in math and English, will be greater than the proportion of students placed into math and English transfer level or one level below in the prior (2017-2018) academic year.	1. Oct. 2018	1. Project Director

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
2. Continue to evaluate and adjust the rubrics and algorithm based on success data.	<u>For Activity 1:</u> Based on the use of multiple measures, the proportion of VC students placed into courses two or three levels below transfer, in both English and math, will be less than the proportion of VC students of the same in the prior academic year (2017-2018).	2. Ongoing	2. Project Director w/ Math & English Leads
3. Continue collaboration with local high school English and math teachers (including annual spring meeting) on assessment prep activities in the high schools.	<u>For Activity 2:</u> For the Fall 2018 cohort, the proportion of students completing a transfer level English or math course within three semesters will be greater than the proportion of same for the Fall 2017 cohort.	3. Ongoing	3. Math & English Leads
	<u>For Activity 3:</u> The students from collaborating high schools will place directly into gateway math and/or English courses at a rate of 60% over Fall 2017.		

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)

APPLICATION ANNUAL WORKPLAN

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VENTURA COLLEGE FAST TRACK TO COLLEGE SUCCESS

OBJECTIVE: #2: “FAST TRACK GATEWAY ENROLLMENT” (RFA OBJECTIVE #2: INCREASE PLACEMENT OF STUDENTS DIRECTLY IN GATEWAY ENGLISH AND MATHEMATICS COURSES)—YEAR 3 (2018-2019).

Target: In Y3, 60% of all entering students will be enrolled in a gateway math and/or English class or pathway in their first semester.

Ventura College math and English faculty, along with their counselor and other student intake and support colleagues, will implement strategies designed to increase entering students' access to and enrollment in gateway math and/or English courses or pathways. Revising assessment/placement practices (see Objective #1) will go a long way to accomplishing this, but we will also need to increase the number of gateway course sections that are available and actively promote and entice students to enroll in their first term. In Year , we will continue to reduce the number of traditional (long-sequence) basic skills classes offered and increase access to one-course to transfer accelerated classes and transfer-level classes offered for math and English; scheduling mix will allow for at least 60% of entering students to have an available seat in an English and/or math gateway.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
1. Decrease the number of traditional course offerings and increase the number of new accelerated courses in math and English based on need.	For Activities 1, 2 & 3: Increase the proportion of accelerated courses offered during AY2018-2019 to 60%; increase by at least 10% transfer/college level math and English courses offered AY 2018-19.	1. Feb. 2018 (for F18; Sept. 2018 (for SP19)	1. Math Lead

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
2. Data driven adjustment of course offerings mix in English and math each semester.	<u>For Activities 1, 2 & 3:</u> Increase to 60% the number of students enrolled in math or English accelerated pathways.	2. Feb. 2018 (for F18); Sept. 2018 (for SP19)	2. English Lead
3. Continue to assess the need for and adjust the offerings of various courses based on student assessment and other relative data.	<u>For Activities 1 & 2:</u> Based on the use of multiple measures, the proportion of Fall 2018 FYE students placed into transfer level or one level below, in math and/or English, will be greater than the proportion of students in the general VC population placed into transfer level or one level below (math and/or English).	3. Ongoing, but specifically Aug. 2018 & Jan. 2019	3. Math & English Leads
4. Continue collaboration among math/English faculty and counselors, advisors, and FYE & Pirate Friday coordinators to leverage immediate enrollment in gateway courses by entering students' (Two retreats).	<u>For Activities 1 & 2:</u> The proportion of FYE students completing transfer level math and/or English within three semesters will be greater than the proportion of all other VC students for the same (Fall 2018 cohort).	4. Aug. 2018 & Jan. 2019	4. Project Director w/ Math & English Leads
	<u>For Activities 1, 2 & 3:</u> Based on the use of multiple measures, the proportion of FYE students placed into courses two or three levels below transfer, in math and/or English, will be less than the proportion of all other VC students who placed into the same.		

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
	<p>For Activity 4: The proportion of Fall 2019 entering students who enroll in gateway math and/or English pathways in their first semester will increase by 20% from those in Fall 2018.</p>		

APPLICATION ANNUAL WORKPLAN

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VENTURA COLLEGE FAST TRACK TO COLLEGE SUCCESS

OBJECTIVE #4: “FAST TRACK FOUNDATIONAL PATHWAYS” (RFA OBJECTIVE #6: DEVELOP TWO AND THREE COURSE SEQUENCES, AS APPROPRIATE, FOR COMPLETION OF COLLEGE-LEVEL ENGLISH OR MATH COURSES, OR BOTH)—YEAR 3 (2018-2019)

TARGET: IN Y3, 100% OF ACCELERATED CURRICULUM FOR BASIC SKILLS MATH AND/OR ENGLISH COURSES WILL BE DEVELOPED WITH THAT CURRICULUM REPLACING UP TO 90% OF DEVELOPMENTAL ENGLISH SECTIONS OFFERED (SIMILAR TRADITIONAL COURSES) AND 70% OF DEVELOPMENTAL MATH SECTIONS OFFERED.

Both the English and Math departments have been experimenting with reduced basic skills course sequencing. The Math Department has a Stats Path accelerated course that has been offered for several semesters. Accelerated Pre-stats will be offered for the first time in spring 2017. Since approximately 70% of students are on the Stats track (non-STEM), these two accelerated math courses, once offered to scale, will greatly reduce the number of math courses most students need to take and increase overall completion. The next step for math faculty is to develop accelerated curriculum for students majoring in STEM fields.

Similarly, in fall 2016, the English Department will offer its first truly accelerated course, English V03A, a five-unit course designed to prepare students who place two levels below transfer to enroll in the transfer-level course in the following semester.

Over the next three years, VC will transition to offering primarily the accelerated versions of these basic skills math and English courses, permitting more students who come with basic skills needs to reach the transfer level in one or two semesters instead of two to four semesters.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
1. Expand professional development on acceleration, and best teaching practices, for	For Activities 1, 2 & 3: For the Fall 2018 cohort, the proportion of students	1. Aug. 2017-June 2018	1. Project Director w/ Math/English Leads

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
basic skills English and math instructors.	completing a transfer level English or math course within three semesters, will be greater than the proportion of students completing a transfer level English or math course within three semesters for the Fall 2017 cohort.		
2. Continue to provide training to faculty to successfully integrate academic and student support services.	<u>For Activity 1 & 3:</u> More accelerated pathways courses, in both English and math, will be offered than in the year 2017-2018	2. Aug. 2018 – June 2019	2. Project Director w/ Math & English Leads
3. Continue to offer more sections of accelerated pathways courses in both English and math.	<u>For Activity 1 & 3:</u> A greater number of students will be enrolled in accelerated pathway courses than in the year 2017-2018.	3. May 2018 – Jan. 2019	3. Project Director
	<u>For Activity 2:</u> Academic and/or student support will be integrated into at least 40% of the foundational and gateway math and/or English classes offered.		

APPLICATION ANNUAL WORKPLAN

(BASED ON RFA SPECIFICATION, ONLY ONE OBJECTIVE PER PAGE. DUPLICATE FORM AS NEEDED.)

VENTURA COLLEGE FAST TRACK TO COLLEGE SUCCESS

OBJECTIVE #3: “FAST TRACK SUPPORT” (RFA OBJECTIVE #5: PROVIDE PROACTIVE STUDENT SUPPORT SERVICES INTEGRATED WITH INSTRUCTION)—YEAR 3 (2018-2019)

TARGET: IN Y3, AT LEAST 60% OF STUDENTS IN BASIC SKILLS MATH AND/OR ENGLISH CLASSES WILL BENEFIT FROM INTEGRATED TUTORING AND/OR TARGETED COUNSELING SUPPORT.

Math and English faculty will develop integrated academic support for developmental and transfer-level English and math courses. They will design workshops that focus on concepts and skills with which students often struggle. Faculty will also create assignments that embed peer collaboration and the use of group tutoring and/or attendance at specific workshops. A faculty study group will then analyze what it would take to scale this practice and develop professional development workshops to teach other faculty how to integrate academic support in their assignment designs. One strategy for to achieve scale and equity with regard to academic support is online tutoring. Faculty leads will study how best to embed this resource into the curriculum.

In addition to this enhanced and embedded academic support, targeted counselor support will be made widely available to students in basic skills classes and the instructors who teach them. Specifically, instructors of basic skills math or English classes may request a two-series counselor presentation in the classroom; they may also make direct requests for these same counselors to contact and meet with students who have been identified as needing specific support or interventions. We plan to take this additional counseling support program to scale, enhanced by the *Grades First* online student support management tool.

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
1. Continue to expand Targeted (integrated) Counseling in basic skills courses.	<u>For Activities 1, 2, 3 & 5:</u> For the Fall 2018 cohort, success rates in each math and English	1. Ongoing (Aug. 2018-May 2019)	1. Math/English Leads working with counseling

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
	courses 2, 1, or 0 levels below transfer will remain comparable with general success rates for these courses.		
2. Continue to develop hands-on activities for accelerated courses and workshops.	<u>For Activities 1, 2, 3 & 5:</u> The proportion of F2018 students completing a transfer level English or math course within three semesters, will be greater than the proportion of students completing a transfer level English or math course within three semesters for the Fall 2017 cohort.	2. Ongoing (Aug. 2018 – May 2019)	2. Math & English Leads
3. Continue to use data to assess the tutoring needs of students and expand tutoring services to meet these needs.	<u>For Activity 1, 2 & 5:</u> 60% of basic skills math and English classes will participate in Targeted Counseling and/or tutoring.	3. Oct. 2018 & Mar. 2019	3. Project Director
4. Create a data base for sharing with all instructors activities created for the accelerated courses.	<u>For Activity 4:</u> Database will be launched by Fall 2018 and accessed by at least 30% of those teaching math or English accelerated courses by Jan. 2019.	4. July – Aug. 2018; Jan. 2019	4. Project Director
5. Continue to work with math and English faculty to embed noncredit courses and workshops to build appropriate academic and study skills.	<u>For Activity 6:</u> At least 20 faculty from math and English will attend the Summer Teaching Institute and incorporate at least two effective practices into their teaching in F2018, leading to an increase in student success rates in their	5. Ongoing (July 2018 – May 2019)	5. Math & English Leads

Activities	Measurable Outcomes	Timeline Month/Year	Responsible Person(s)
	classes of at least 5%.		
6. Develop, recruit for, and implement Summer Teaching Institute (for June 2017) and other professional development workshops to prepare faculty to teach accelerated courses and embed support within assignments.		6. Aug. 2018 – June 2019	6. Project Director w/ Math & English Leads

- a. Describe your district’s capabilities and knowledge in conducting and administering state funded projects. Describe your district’s ability to collect and report financial and student performance data as required.

The Vice Chancellor of Academic Affairs has oversight of all such grant projects at the District level. Ventura College and the District have been recipients of many grants, including several large federal grants (VC currently has a Title V grant) and a comprehensive CTE regional grant known as VC Innovates. In addition to the vice chancellor, the district provides support through a grants coordinator and the Fiscal Services Director, who must review and approve all grant projects, including the budget, before application submission. Before any grant proposal can be written, an internal application must be drafted and submitted to the Chancellor’s Cabinet for prior approval. Strong oversight at the campus and District levels continues once a grant is awarded. Performance data is derived at the campus level (VC has two full-time Institutional Researchers plus an Institutional Effectiveness dean), and again, all data is reviewed by the District before applications or reports are submitted. There are Board policies and procedures governing these processes.

- b. Identify experienced and appropriate program administration and support staff with sufficient time allocated to ensure success for the *Basic Skills and Student Outcomes Transformation Program*.

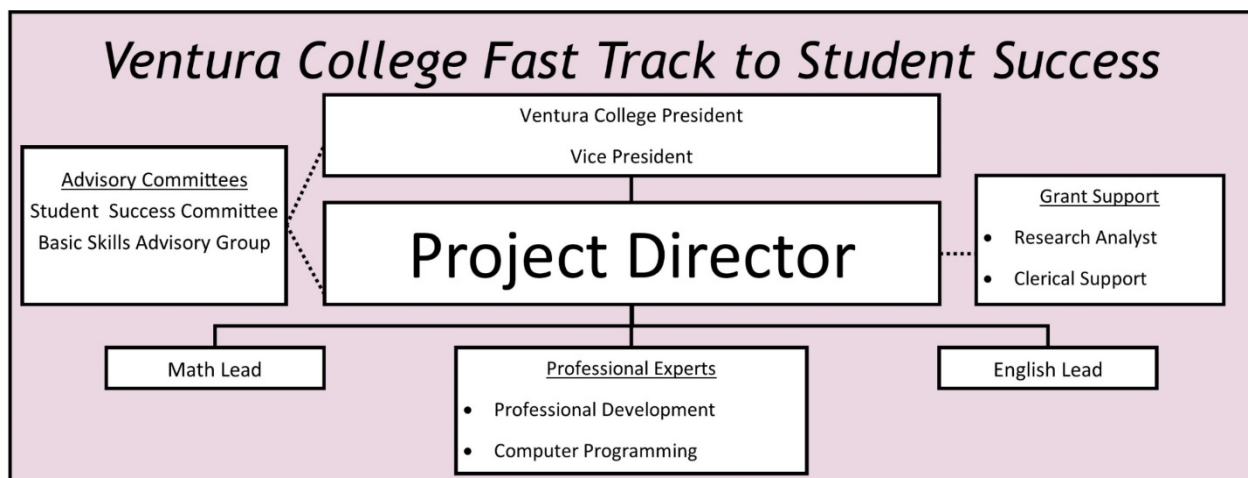
Lynn Wright, Dean of English and Learning Resources, will oversee the implementation and evaluative reporting of the project. She has an extensive background in basic skills innovation and has served on the statewide BSI Advisory Committee. She led BSI professional development workshops for the Statewide Academic Senate as a part of the rollout of BSI, then served for two years as Director of 3CSN (the *California Community Colleges’ Success Network*—the professional development component of the CCCCO’s *Basic Skills Initiative*). Under her leadership, 3CSN introduced the highly effective Acceleration project initiative as well as Habits of Mind, Right Start, and Reading Apprenticeship. She won an RP Group “Excellence in Research—Statewide Project” award for initiating the development of the *Basic Skills Progress Tracker*. She has also served as project director on several federal grants (Title V, III, and NSF) and private grants (including the Carnegie Foundation’s Strengthening Pre-collegiate Education at the Community Colleges—SPECC). She also was co-director of Pasadena City College’s Teaching and Learning Center. In that capacity she launched two award winning programs: the First-Year Experience program now known as *Pathways* as well as *Math Jam*. These programs have been emulated and referenced throughout the state and the country as effective practices for students with basic skills needs. She is uniquely qualified to lead this proposed project at Ventura College.

Transformation leaders from the faculty ranks include the current Academic Senate president and former Math Department Chair, Alex Kolesnik, and the current English Department Chair, Dr. Eric Martinsen. Both of these men led the development of their respective departments’ acceleration courses, among other innovations. Our Basic Skills Committee co-chair, Dr. Jack Bennett, a key leader in our efforts to transform math curriculum, pedagogy, and academic support, will continue in his leadership role.

- c. Provide examples of programs that the college and/or district have successfully implemented which are similar to the proposed *Basic Skills and Student Outcomes Transformation Program*.

Some years ago, Ventura College had a Title V grant focused on Basic Skills that introduced Supplemental Instruction (SI). This SI program has continued beyond the grant period, with students who attend SI sessions receiving final grades of one grade-level higher than those who do not attend the sessions. Although this is successful, the number of faculty who participate in the SI program is limited as is the number of students in their classes who make use of the program. We seek to scale and make more equitable through this new *BSI Transformation* grant, building on already great work. Another successful program is our Dedicated Intentional Counseling Support for developmental English and math classes. Funded first through the BSI and now through Equity, two counselors devote time to outreach to faculty teaching our basic skills math and English classes. The counselors make two structured classroom visits and then follow up with students that the instructor has identified as needing support. Survey results from students participating in the program show that 98% of them recognized the importance of meeting with a counselor to create an Education Plan and that more than 90% of the students felt comfortable using Degree Works and navigating the web-based system on their own. Finally, the English Department has been able to increase persistence through the English course sequence and shorten the timeline for completion by having each instructor proactively and regularly encourage their students to take the next English course in the sequence. This concentrated effort over the past several years has resulted in a dramatic increase in persistence to the next level of English, from 45% in 2011-2012 to 67% in 2014-2015. Also, for the fall 2012 to fall 2013 cohort in ENGL V02 (one level below transfer), completion of 1A jumped from 47.9% to 60.6% most likely due to focus on persistence by faculty.

- d. Provide an organizational chart for the *Basic Skills and Student Outcomes Transformation Program*.



CHANCELLOR'S OFFICE CALIFORNIA COMMUNITY COLLEGES	DISTRICT: <u>VENTURA COUNTY COMMUNITY COLLEGE DISTRICT</u>
	COLLEGE: <u>VENTURA COLLEGE</u>
	RFA SPECIFICATION NUMBER: <u>15-068</u>

CONTACT PAGE	TO BE COMPLETED BY CCCC
	Grant Agreement No.: _____
	Proposal ID No.: _____
	Funding Status: _____
	Fiscal Year: _____

Funding Source(s): Proposition 98 General Fund

Project Title: Community Colleges Skills and Student Outcomes Transformation Program

Institution: Ventura College

Address: 4667 Telegraph Road

City: Ventura **State:** CA **Zip + 4:** 93003 –2056

District Superintendent/President <i>(or authorized Designee)</i>		
Name: <u>Dr. Bernard Luskin</u>	Title: <u>Chancellor, VCCCD</u>	
Phone: <u>(805)652-5501</u>	Fax: <u>(805)652-7701</u>	E-Mail Address: <u>bluskin@vcccd.edu</u>
College President <i>(or authorized Designee)</i>		
Name: <u>Dr. Greg Gillespie</u>	Title: <u>President, Ventura College</u>	
Phone: <u>(805)289-6112</u>	Fax: <u>(805)289-6440</u>	E-Mail Address: <u>GGillespie@vcccd.edu</u>
Responsible Administrator <i>(Appropriate Program Area)</i>		
Name: <u>Dr. Kimberly Hoffmans</u>	Title: <u>Vice President of Academic Affairs and Student Learning</u>	
Phone: <u>(805) 289-6464</u>	Fax: <u>(805) 289-6042</u>	E-Mail Address: <u>khoffmans@vcccd.edu</u>
Project Director		
Name: <u>Dr. Lynn Wright</u>	Title: <u>Dean of Student Learning</u>	
Phone: <u>(805)289-6232</u>	E-Mail Address: <u>lwright@vcccd.edu</u>	
Business Officer <i>(or authorized Designee)</i>		
Name: <u>Emily Day</u>	Title: <u>Director of Fiscal Services, VCCCD</u>	
Phone: <u>(805)652-5547</u>	Fax: <u>()</u>	E-Mail Address: <u>eday@vcccd.edu</u>
OR Person Responsible for Budget Certification		
Name: _____	Title: _____	
Phone: <u>()</u>	Fax: <u>()</u>	E-Mail Address: _____

Chancellor’s Office
California Community Colleges

District: Ventura County Community College District
College: Ventura College
RFA Specification Number: 15-068

Object of Expenditure	Classification	Line	Total Grant Budget	Total Apportionment Budget (estimated)
1000	Instructional Salaries*	1	\$539,652	0
2000	Non-instructional Salaries	2	\$226,729	0
3000	Employee Benefits	3	\$358,172	0
4000	Supplies and materials	4	\$60,000	0
5000	Other Operating Expenses and Services	5	\$242,755	0
6000	Capital Outlay	6	\$15,000	0
7000	Other Outgo	7		
Total Direct Costs		8	\$1,442,308	0
Total Indirect (4% of Line 8)		9	\$57,692	0
Total Program Costs		10	\$1,500,000	0

APPLICATION BUDGET SUMMARY

Email Address: lwright@vcccd.edu Telephone: (805) 289-6232

I authorize this total costs proposal as the maximum amount to be claimed for this project and assure that funds shall be spent in compliance with state and federal regulations.

Project Director Name/Title: Lynn Wright, Dean of Student Learning _____ Date: _____
Authorized Signature

District Chief Business Officer: David Keebler, Vice Chancellor, Bus & Admin Services _____ Date: _____
Authorized Signature

***Note: Grant funding cannot be used for classroom instruction. These costs must be paid through apportionment.**

For proposal readers only.

Part 8: Sustainability of the Program

Indicate how the college will use these one-time funds (to move a greater proportion of BS students from remedial instruction to college level in a shorter time period) to achieve sustainability. Describe funding source (after grant period), revised policies, and/or reallocation of human resources, where applicable.

Ventura College is a new *Achieving the Dream* (ATD) college, is participating in the CCCCO's new Institutional Effectiveness Partnership Initiative (IEPI), and is writing its "Quality Focus Essay" in preparation for its ACCJC accreditation site team visit this fall. All three of these activities have led us to two global "big ideas" or foci to pursue over the next several years: 1) Ensuring that every entering student is "college course ready" in the first year, and 2) Creating a positive and supportive campus culture (using the RP Group's "Six College Success Factors" as a guide and applying it to employees as well as our students). We have gone through a long, collaborative, and inclusive process to arrive at these two foci, so there is considerable ownership of them and collective will to achieve them. Our *BSI Transformation and Student Outcomes* grant proposal, known as *VC Fast Track to College Success*, ties directly to Big Idea #1 (and is related to Big Idea #2, which is very much about professional development), and it will be accomplished.

This grant provides the funding that will allow us to "clear the path," buying us personnel time to devote to the transformation, as well as purchasing for us the guidance of experts and other transformative leaders plus additional data collection abilities to determine the degree to which we are achieving improvement and success in increasing the number of students who complete college level math and English in a significantly shorter time period—while closing the achievement gap on this as well.

Funds will be used in three key areas: guidance and support of procedural transformations (intake, assessment, scheduling, cohort development, etc.), professional learning (curriculum revision, sequence reduction, teaching innovations to embed academic and student support into course assignments/requirements), and research/data analysis.

Most of this project will not require funding after implementation and transformation. The primary focus of the project is to restructure our assessment and student intake procedures and to overhaul and consolidate our curriculum in the basic skills areas. One of the beautiful things that data on accelerated courses show is that students do well in these classes without additional interventions or expenses. Much the same can be said for changes to the placement exam process. For example, it costs nothing to lower our cut scores so that at least 60% of our students test into college-level English. And once we do the computer programming to incorporate our multiple measures algorithms into the new online Common Assessment program, the need for each student to have direct advisement on this is no longer necessary. We agree with our counseling department, however, that direct counseling and advisement is a good thing for our students, and this increase is being supported—and will continue to be—by 3SP and/or Equity funds.

Procedural Transformations: Funding from this grant will be used to transform assessment, curriculum, course sequencing, and scheduling. The funds will allow us to buy the time of key faculty to lead study groups to make and implement our transformational plans. We have already accomplished much with regard to improving

Part 8: Sustainability of the Program

our assessment process and creating accelerated courses. Now we need to focus on creating short, clear, and direct pathways and scheduling them to accommodate the demand. There will be growing pains here as faculty are accustomed to offering our traditional courses, but once we get through the transition, there will be no cost associated with our student success-friendly course sequences and scheduling mix.

Course/Curricular/Pedagogical Transformations:

Updating and revising curriculum doesn't cost any money. Because acceleration and reducing long course sequences is considered radical by some, the funding provided will help us ease the transition by offering many workshops and other professional development opportunities, including the more intense Summer Teaching Institute, to help our faculty better understand our students, their needs, and the impediments imposed by our traditional models of math and English course sequences and teacher-centered approaches. More importantly, our professional development will focus on effective practices to enable more students to succeed—more equitably and more quickly. As noted before, VC already offers a Summer Teaching Institute; we will explicitly turn its focus to getting students “college course ready within the first year,” which is a goal not only of this grant project, but also the college's Achieving the Dream goal as well as one of our “Quality Focus Essay” goals for the ACCJC. Our second college-wide goal is tied to campus culture and the RP Groups Six Success Factors; the college recognizes that professional learning for all VC employees is critical for this, making regular funding for it a college priority.

Research/Data Analysis:

At the end of the three year period, more students will be able to complete college-level English and math courses (and hence be truly “college ready” and prepared to successfully complete degrees, certificates, and transfer) faster with no additional or special costs to the college. The college already supports a dean of Institutional Effectiveness and Equity and two researchers/data analysts; these three are adequate for our maintenance phase as all of our grant activities, once completed, will fall naturally within one of the college's Program Areas that are a part of our Program Review. No extra funding will be required for data research, and the ongoing evaluation, reflection, and possible revision is part of our regular Program Review process.

With the exception of professional development, which is an ongoing need that requires some funding, none of the proposed transformations in procedures and practices costs additional money. We already have Admissions, Counseling, Tutoring, Instructors, and Course Offerings as well as Institutional Researchers—we just need to make them more equitable, responsive to student needs, and successful—all verified through data collection and analysis. It is a matter of doing something different with what we already pay for.

The grant funding is to lay the groundwork, to do the research, to lead study groups to achieve “ownership” of ideas and practices, to design and implement the changes—basically, to launch a transformation in mindset as well as processes, procedures, and practices, and then do the initial evaluation to see if the desired results are achieved, tweaking where needed based on an analysis of ongoing data collection.

Part 8: Sustainability of the Program

The college should benefit by holding on to so many of the FTES that we lose when our students, who are primarily those identified as having basic skills needs—drop out because they are discouraged by the long basic skills sequences that currently exist and the often bland delivery of material they have already seen throughout their K-12 education. Streamlining the basic skills pathways, starting more students at higher levels, providing targeted support, and engaging students with active and relevant lessons and coursework will improve VC's retention, success, progression, and completion rates—a win-win for everybody!

Part 9: Collaboration with Local School Districts Serving K-12 for Better Articulation of English and mathematics Instruction

Ventura College enjoys a strong collaborative relationship with our local K-12 school district, particularly with the high schools, and we will use this grant project to expand and deepen these connections. Ultimately, our goal is to get more graduating seniors from our local high schools to enter college ready or nearly so and get them enrolled at VC and registered in critical math and English courses in their first semester of college.

Administrator to Administrator Collaboration: On Friday, March 4, 2016, Dr. Greg Gillespie, president of Ventura College, hosted a breakfast meeting between local high school administrators and our college administrators. The goal was to improve communication and collaboration between the leaders of the high schools in our district and Ventura College's deans and higher administrators. All of the high schools within the Ventura County School District were represented as well as a local private school. Our outreach to the principals, vice principals, and counselors who attended was well received, and together we came up with a plan to meet as a group every August and January. In addition, we agreed to continue our annual Counselor Summit and to ensure that there are annual meetings of Ventura College math and English faculty with their counterparts at the local high schools; this is something that has been occurring over the last few years and now has formal support by the principals and the college president. Once again this spring VC will host a dinner meeting for math and English faculty from the local high schools to discuss curriculum, assessment, challenges, and opportunities. Those who attended last year found the meeting very informative, especially with the Common Core being implemented in the K-12 system. Now that these joint meetings have the formal support of campus administrators, we expect and even better outcomes from this year's meeting of high school and college math and English faculty, at which several proposals for collaboration will be discussed.

Faculty to Faculty: One such proposal has Ventura College English faculty connecting with high school instructors teaching senior English & Literature at the remedial levels and sharing the standards of our basic skills portfolio, with the goal of having those teachers incorporate those standards into their teaching. The high school students in these classes could then submit Portfolios of their writing to be read during our regular portfolio reading at the end of each semester. Once reviewed/scored by our English Department faculty, we could offer these students direct access into English 1A or steer them into a special 8-week accelerated summer bridge course that upon successful completion would make the students eligible for English 1A in the fall—transfer level in their first fall semester of college. With two of Ventura College's English instructors also teaching at Ventura High School, we think that we can get off to a fast start in piloting this program.

With regard to math, one proposal we plan to pitch follows a successful program at Orange Coast College (OCC) in which the college math faculty collaborate with high school math instructors to develop a means of preparing their high school students to succeed on the math portion of our assessment test. These short Math Assessment Prep (MAP) sessions, conducted by the high school teachers with their own students, have shown a dramatic increase in the assessment scores of entering students at OCC,

Part 9: Collaboration with Local School Districts Serving K-12 for Better Articulation of English and mathematics Instruction

with none placing more than one level below transfer. Everybody wins here, with the high school teachers better understanding the college standards and curriculum, the college faculty learning from and gaining confidence in high school math instruction, and the students feeling more confident about their math skills and about the college itself, making it more likely that they will come to VC right out of high school and immediately enroll in math.

Recruitment and Enrollment: Ventura College already has a successful new high school outreach and recruitment program known as “Pirate Fridays” (Ventura College’s mascot is a pirate). Each Friday in April and May, VC brings a busload of seniors from one of our local high schools to our campus for a day-long orientation, assessment, advisement, and enrollment session. Last year, the first year of the program, 206 local high school seniors participated. This year approximately 600 students from six high schools have signed up.

As we update our assessment processes via more appropriate cut scores and multiple measures, these entering students will be more encouraged to begin their math and English sequences since they will likely place at higher levels than they previously would have (prior to our new multiple measures matrices). As we develop clearer and shorter pathways and offer more sections of accelerated math and English courses, more of these students will have access to these classes in their first semester. Finally, as we better integrate support services into these critical courses, more of these students will successfully complete their foundational math and English courses within their first year of college. In short, we will have eliminated the major impediments that historically have led students to avoid math and English and often not succeed and persist once they did enroll in those long developmental math and English course sequences.

This grant project will improve connections and relations between high schools and the college and lead to increased student success.

Part 10: Scaling Up Existing Practices

Ventura College has been experimenting with acceleration on a small scale for the past couple of years; we have also been experimenting with Supplemental Instruction (SI) in math and English, modifying the model to make it more equitably implemented as well as sustainable (affordable) over the long term. We plan to increase the number of sections offered of our current accelerated courses as well as to create additional accelerated courses so that all students, no matter what level they come in at, will be able to complete a college-level math and/or English course in their first year at college. Scaling our modified SI workshops is another essential component of ensuring students complete a college-level math or English course in the first year as it serves as one of our “wrap-around” student supports integrated—and thereby highly relevant to the students—with coursework.

The Math Department, instructors have been looking at ways to shorten the length of the pipeline leading to a transfer level course by using acceleration to reduce the number of exit points in as well as the time to become college ready. For example, statistics is one of the courses for which we offer many sections. The traditional route to statistics has been through algebra. The Math Department now offers two pathways to statistics, based on the level in which a student places. If a student places into Elementary Algebra, the traditional takes two semesters and 10 units of course work, and much of the work provides little preparation for statistics. We have created an accelerated Pre-statistics course focusing fully on preparing the student for Statistics. This course will be approved and ready to offer in spring 2017. Since a significant percentage of our students are non-STEM and assess below the Intermediate Algebra level, we anticipate offering many sections of this class as a popular one-course-to-transfer-level Statistics pathway.

For non-STEM students who test higher (into Intermediate Algebra), the Math Department is already offering an accelerated Intermediate Algebra course for non-STEM majors designed to prepare students for Statistics. This course is 3 units, as opposed to the traditional Intermediate Algebra course, which is 5 units. Plans are in the works to increase the section offerings of this accelerated course and decrease the traditional Intermediate Algebra sections, allowing for enough to accommodate our STEM majors while working on accelerated courses for them, too. Currently, STEM majors have the option of taking a compressed course structure, in which the students can take both Elementary Algebra and Intermediate Algebra in one semester. In the future, however, we want to explore accelerating the STEM pathway as well. Part of scaling our accelerated course offerings and sections is developing visual aids mapping the pathways; these will help students and counselors understand our sleek, new, and efficient math pathways designed to get students through the math they need much more quickly and effectively.

Our English Department is also seeking to scale up the successful acceleration practice. VC English is one of the top 15 California Community Colleges in success rates in Remedial English (the percentage of basic skills students completing ENGL V01A over a six-year period), according to the Chancellor’s 2015 Student Success

Part 10: Scaling Up Existing Practices

Scorecard. We are ranked at #11 in the state for success rates for Hispanic students in Remedial English, and of these top colleges, we are the only one with more than 50 percent Hispanic student population. More work needs to be done, however, as achievement gaps still exist.

English faculty members have experimented to successful models to decrease the time spent in remediation. First, several years ago the department stopped offering English V04 (3-levels below transfer). Then beginning in fall 2012 the English Department sought to move students more quickly through the composition sequence with the compressed model (two short term classes compressed into a single semester). However, enrolling students into the compressed model proved challenging, making it difficult to scale. Another model that was piloted used the existing portfolio reading process in ENGL V03 (two levels below transfer) to permit a student with impressive portfolios to skip (or jump) ahead to the transfer-level course immediately, in what is viewed as a proactive (teacher-driven) petition process to propel ahead if deemed ready. As a result of this experimentation, faculty became more comfortable with the pure acceleration model, and our first truly accelerated course, English V03A, has been approved and scheduled for fall 2016. It is designed to prepare students who place two levels below transfer to enroll in the transfer-level course in the following semester. We will offer several sections of this, and as we gather data and train more faculty, we will bring this to scale by transitioning out the two-levels below transfer class and offering developmental courses no more than one-level below transfer.

VC's final scale up practice is our revamped Supplemental Instruction (SI). Last summer a group of math faculty worked to create fun, active-learning group workshops that would serve all basic skills math and Intermediate Algebra students. For English, we have developed a "Peer Writing Mentors" program in which peer writing mentors work with students during their required lab times, assisting students in small groups and encouraging them to come back to the Writing Center for more assistance. We have found that once students make a connection with a peer tutor/mentor, they are more likely to proactively seek academic support beyond the required lab times. We have been in the pilot stage on this, and the *BSI Transformation* grant will enable us to increase the number of faculty (it requires training to know how to involve the peer mentors) and classes using this service, and to see if success continues at the larger scale.

Part 11: Providing Services to Greater Proportions of Students

Ed Code 88810(d)(1)(B) requires priority criteria for “providing services to greater proportions of students.” If we propose this, we must identify the number of students currently being served, how the “service” will be scaled, and the proposed increase in the number of students who will be served.

HIP #1 (Multiple Measures Assessment): VC proposes to increase the proportion of students who are assessed through multiple measures. It is difficult to determine the actual number of students who do get this treatment now, but we do know how many go through an advisement process that may involve this—approximately 1,600; this would be the maximum number and an unlikely actual one because not all the students who go through the onsite orientation actually get advisement on their placement. We also know that we have approximately 2,800 first time students entering each fall, so the gap in service is clear—at least 1,000 students and likely many more. Our placement test multiple measures matrices development, revamped orientation, increased Pirate Friday outreach, and implementation and enhanced automation (programming of key questions tied to the placement matrices and automated recommendations based on the additional information input, like high school GPA, etc.) of the Common Assessment test (Fall 2017 for VC) will mean that every student who takes the new online assessment test will also have access to multiple measures assessment and recommendations. It’s hard to beat 100%!

HIP #2 & 4 (Place directly in gateway math or English; Shorten developmental course sequences): We also propose to offer a greater number of students access to accelerated math and English courses. Currently, we offer two sections of Math 12 (takes students two levels below college-level Statistics course and gets them ready in one course/semester) and two sections of English 3A (takes students two levels below English 1A/transfer and gets them ready in one course/semester). Over the next three years, we plan to phase out the traditional two-levels below and replace them with these one-level below accelerated courses, providing more access to more students so that they can complete a transfer/college level course in math and/or English in their first year of college. Currently, each fall, approximately 300 students fit the criteria for non-STEM track two levels below transfer, yet we only offer enough sections (two) to serve about 70 of them. By working with instructors and offering them extensive training and model assignments, including those that integrate student and academic support services, we will be able to offer an additional four (or more) sections each semester to meet the actual need/demand. We plan to do the same with English, moving from the two sections being offered this fall (serving 54 students) to meet the actual demand, which currently stands at approximately 300, meaning we would need to increase to about 13 accelerated sections. (Note: as we implement our new, lower placement test cut scores and our multiple measures matrices, we the number of students needing these accelerated course for two or more levels below will decrease.)