2015 ATD Cohort Implementation Plan

Deadline: April 29, 2016

INSTRUCTIONS

At the end of the planning period, all 2015 Achieving the Dream Institutions are expected to complete and submit an Implementation Plan. This provides an opportunity to translate the discovery and learning of the planning period into an overarching student success vision for the institution. Within the Implementation Plan, institutions articulate their student success priorities and identify efforts that will help them achieve these priorities. The plan should show how the institution will seek to improve systems, not simply initiate projects, along with thoughtful resource allocation to support such improvements.

Please note: While your Implementation Plan is a valuable resource for Achieving the Dream and your coaches, its primary purpose is to guide your team as you move forward with this work. Thus, it is important to ensure it is written in a way that will help existing and new team members understand your institution's student success vision, as well as the plan for and understand their role in achieving it.

Institution Name: **Ventura College**

CONTRIBUTORS TO THE IMPLEMENTATION PLAN

Please list the name and titles of the Implementation Plan authors.

Name	Title
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STUDENT SUCCESS VISION

a) Briefly outline your overarching student success vision. *Note that this vision should be your ideal for how students will experience your college. It should include overarching, achievable goals that will act as key milestones as your college moves towards your student success vision.*

b) Briefly describe your systemic change priorities that will help your institution achieve its student success vision. We recommend you identify 2-3 priorities. Each priority will likely be comprised of multiple student success efforts that work together to achieve systemic change. *Note: A student success effort is defined as a policy, practice, or procedure designed to reduce or eliminate barriers to students' progress and ultimate success in education and the labor market.*

c) Provide a visual representation of how your priorities and related interventions work together to achieve your student success goals and vision. Please submit this visual together with your completed Implementation Plan.

 [Recommend 300 – 500 words.]

Our Overarching Student Success Vision

We seek to immediately create a positive and validating experience for all members of the college community. Students and employees will feel welcomed, wanted and that they belong here as every member of the Faculty, Staff, and Administration employ the "6 Success Factors" to assist each student and colleague to meet his or her educational and professional goals and accomplish our college mission. As a campus we will invest in our students to develop trust, and we will focus on a culturally responsive pedagogy through faculty workshops and training while

adopting a global / holistic approach where everyone is an educator and a mentor to students. We will assure that our students are accurately placed, taught in a culturally conscious manner, and guided through their individual pathways to success in the most efficient, effective, and nurturing way possible.

Although there are many ways we will make this happen we will initially focus on two priorities:

Our Systemic Change Priorities

Priority 1: **"Sail to Success"---**Our Ventura College data has shown that the majority of our students do not take math or English in their first semester; yet we know that taking transfer math and English in the first year are great predictors of overall success and completion. Our college has chosen to focus on making sure not only that our first time students make a full time commitment whenever possible but that they also enroll in both math and English during their first year. For those at pre-collegiate levels we will employ multiple measure assessments and help them stretch into the highest placement levels possible so, with adequate support, they will be ready for transfer level math and English classes, minimally, by the end of their second primary semester.

Priority 2:   **"Beacon of Success"--** Ventura College has been in a state of administrative flux for the last several years. In 2013 when Dr. Greg Gillespie became president, after 8 years of relative stability, the philosophy, longevity and constancy in the executive team began to shift. Almost overnight all three of the Vice President positions were subsequently filled with interims. In addition, the long term leadership of Academic Senate President was also changed. Ventura College was undergoing a rapid alteration in leadership, not only in personnel but in philosophy and practice as well.

Input from numerous sources indicate our college is struggling with maintaining a culture of clear communication and collegial support. With this struggle came an inability to effectively accomplish tasks that would support student success.

With this evidence and input from the Campus Community, the agreement was that before we could be most effective with helping our students achieve success, we needed to transform our institution to a community of educators who are trusting, collegial, and supportive of one another, communicating and making recommendations in an open, transparent and non-judgmental way toward the common goal of improving our workplace and helping our students achieve their educational goals.

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Visual Representation

One of the strengths of Ventura College are the many and varied wonderful ideas that our faculty and staff want to pursue to promote and support student success. Each of these individual, but often isolated, ideas will surely help students and is needed, valid, and important in its own respect but these ideas do not, by themselves, integrate and coordinate into a single campus wide effort for all our students to "Achieve the Dream".

Like the 10 fingers of our hands, our ideas need to work in coordination and integration to the same purpose. Ten fingers cannot independently each be doing a different task and expect to achieve the desired outcome. Through our Student Success Committee and Achieving the Dream we will work to integrate isolated "fingers" of our many grants, ideas, and projects and bring them together and form a single and united goal for ourselves and our students of "Achieving the Dream".

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EVIDENCE

Provide an overview summary of the major findings from the analysis of quantitative and qualitative student outcome data that informed the selection of your student success priorities and efforts.
[Recommend 400 – 600 words.]

Priority 1: **"Sail to Success"**

VC's student success priorities have been informed by extensive data analysis. This analysis has found that nearly 80% of incoming students have a goal of completing a degree or transfer. However, very few students enroll in a transfer-level math or English course within their first year, which would greatly improve their chances of meeting their goal. Out of 2,264 first-time students in fall 2014, 45% enrolled in transfer-level English, 31.7% enrolled in transfer-level math, and 24% enrolled in both transfer-level math and English within a year. When disaggregating the data by ethnicity, gaps between groups emerged. 26.5% of White students enrolled in both within a year, compared to 21.7% of Hispanic students, and 12.1% of Black students.

This finding, along with additional data on placement and course success suggest that revising both our placement model and our course pathways through math and English are worthy efforts. Analyses indicate that at nearly every level of math and English, students are more successful if they assessed directly into a course than if they took the prerequisite course in a prior semester. Coupled with the findings above regarding differential placement levels by ethnicity, a complex picture emerges in which our college placement model, our course pathways, and student course-taking patterns interact in a deleterious manner that impedes students from enrolling in transfer-level math and English within a year.

Priority 2: **"Beacons of Success"**

When President Gillespie assumed leadership of the institution in 2013, it became clear that the college community was dissatisfied with the previous levels of communication and what they felt to be their narrow participation in governance and decision making.

In late spring 2015 the district conducted an "Employee Satisfaction Survey". The results for Ventura College made it clear that employees are devoted to Ventura College and appreciative of the support from their colleagues but still feeling dissatisfied with communication and the participatory governance process. In addition, sadly, there were comments regarding bullying, fear of retaliation, and unwillingness or fear to

participate in truthful communication with management, within departments, among colleagues, and at governance meetings. Classified staff indicated they feel they have little voice within the college community and yet they are major contributors to student success. Levels of group dysfunction have caused good student support and success projects to be stalled in a morass of antagonistic committee and group dialogs.

Earlier that same year, President Gillespie, already aware of the concerns on campus regarding governance and the need to rebuild the bridges of trusted communication between administration and faculty/staff, requested a visit from a Partnership Resource Team (PRT) sponsored by the Institutional Effectiveness Partnership Initiative (IEPI).

Verbal feedback from the Resource Team confirmed the feelings of some faculty and staff that they feel bullied and controlled by other "louder voices" on campus to the point that they report good faculty and staff have chosen to leave the college rather than work in this environment. The feeling that only the loudest voices are heard and that the administration "allows" this to continue was pervasive. The Resource Team strongly suggested that a focused and intentional shift in campus culture is necessary for real improvement in communication to occur.

They came away with findings that, while not surprising, gave us focus to address some needs we had previously suspected. It was confirmed that Ventura College has a need to improve the communication, cultural appreciation, trust, decision making, and integrated planning between all the committees, workgroups, departments, programs, and levels. We have also applied for and received an IEPI grant to assist our work in this area.

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ENGAGEMENT

Describe your efforts to increase the breadth and depth of engagement with college stakeholders over your institution's planning period. How effective were these activities in engaging new stakeholders or deepening engagement? What strategies do you plan to adopt to broaden and deepen engagement over the coming year to build upon your successes?
[Recommend 400 – 600 words.]

During the fall of 2014, Ventura College embarked on a journey that would discuss equity for all students, emphasize data, and provide the platform for college wide participation regarding Student Success. Much of what has transpired at Ventura College up to then had been amongst smaller groups such as providing intentional counseling visits in English courses in conjunction with the Basic Skills Committee. During that fall, Ventura College had its first interaction with Achieving the Dream at a campus wide forum. We heard from speakers and had good conversations regarding success and equity for all students. Since that time the college has embarked on several initiatives and strategies to engage with various stakeholders.

The college has held several campus wide forums. Specifically regarding Achieving the Dream, a team was sent to Cincinnati in June 2015 to kick off our involvement and meet our coaches. In August, our coaches were introduced to the entire campus at mandatory flex day and provided a taste of what to expect from Achieving the Dream. In November, Ventura College held its first college wide data summit that provided a foundation of understanding regarding our involvement with Achieving the Dream. Other activities and functions have included the establishment of the Faculty Academy, a Department Chair Retreat, faculty mentoring project, updated handbook for classified, classified retreats, and a greater presence of classified representation on governance committees. In spring 2016, the Student Success Committee was approved and began functioning with oversight for Student Success and Support, Equity, and Basic Skills. Other activities that have led to greater engagement include regular campus wide updates from the Vice Presidents' offices and the President's office. Recently the Academic Senate passed a resolution to adopt a formal college hour. Finally, an internal master calendar has been added to the public calendar as a place for all things related to student success to be posted such as Career Talks, Resume workshops, and major information workshops such as for Nursing.

In order to determine our ATD Priorities, the input from many resources was taken to a variety of campus groups including Student Support Leadership Council, Deans' Council, Academic Senate, Classified Senate, Associated Students, Accreditation Steering Advisory, Administrative Council, Executive Team, College Planning Committee and various Campus Forums.

As the governance group specifically charged with this assignment, the Student Success Committee collected the input from each of these groups, synthesized it into concrete ideas and voted to determine which ideas were most essential, at this time, to maximize student success and address our College Mission. These ideas would be the ones developed into our ATD Priorities.

At the March 9, 2016 Student Success Committee (SSC) meeting it was determined by unanimous vote that one of our Priorities would be to develop a specific and intentional program to motivate first time students to be full time and to make sure our underprepared students are enrolled in math and English during their first semester and ready for college level coursework within the first year of instruction. In keeping with the nautical theme of our college this project would be titled **"Sail to Success".**

At the March 30, 2016 meeting the SSC voted to focus our other Priority on working to transform the institution to one of greater mutual support and culturally conscious and transparent communication through improved committee structure and training in collegial communication skills. This project is called **"Beacons of Success."**

PRIORITY WORK PLANS

In this section, we ask for more detail on each student success priority you have set. You should have 2-3 priorities. We also ask you to complete a work plan for each priority. The work plans should incorporate all student success efforts, including institutional policy and procedure changes planned for each priority area. Indicate the year each step will be completed. Designate a staff member who is responsible for ensuring completion.

Priority 1

Priority 1 Work Plan

Name and Description of Priority

"Sail to Success"

Our priority is to increase the number of "First Time: Full Time" students and have them "Transfer Level Ready" in Year 1 or sooner.

Priority Goals

When we have completed our action steps Students will:

- make a full time commitment to college during their first year
- be evaluated via multiple measures and will commit to "stretch" being placed in the highest possible math and English placements
- will complete career/interest assessment(s) and use this information, with the assistance of their counselor, to chart their college course
- register for both math and English during their first year
- complete a college success course during their first year
- complete a college level course in their area of interest each semester
- complete all needed pre-collegiate, prerequisite classes during their first year
- use wrap around support services as needed/advised by their instructor or counselor
- successfully complete transfer level math and English by the end of year two

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Measurable Yearly Indicators:

Year 1--FYE pilot will demonstrate increased success of the "crew" who "Sail to Success"
Year 2--Number of first time students who enroll full time will increase
Year 2--Number of students using multiple measures to assess will increase
Year 3--Number of students assessing and being placed into classes 2 or more levels below collegiate level in math and English will decrease
Year 4--Number of students who complete transfer coursework in math and English by the end of semester 4 will increase

Major Action Steps	Y1	Y2	Y3	Y4	Lead Staff Member(s)	Resources Required
MARKETING						
• Financial Aid will increase outreach with emphasis on FT enrollment-- "First Time/Full Time"	X	X	X	X	FA Team	Personnel
• Foundation will support VC Promise	X	X	X	X	Norbert Tan & Foundation	TBD
• FYE will pilot a "crew" of "First Time/Full Time" students collecting pre and post data for the pilot year	X	X	X	X	FYE Team	FYE Support
• Tweak the program to address the data finding of year one	X	X	X	X	FYE, Counseling , Dean, & VPSA	Personnel
• Textbook support for the "crew" FT students in math, English, & Counseling	X	X	X	X	FYE, Norbert Tan & Foundation	$ 80K
• Outreach will stress advantages of being FT	X	X	X	X	Outreach Team	Personnel
• Orientation will stress importance of FT commitments	X	X	X	X	Counseling Team	Personnel
ASSESSMENT						
• Review other programs use of MM	X				Counseling/FYE	Personnel
• Develop a MM rubric	X				Counseling/FYE	Personnel
• Include required Career/Interest Assessment	X	X	X	X	Assessment/FYE	3SP Funds
• Review new cut scores	X				Counseling/Discipline faculty	Personnel

Item					Responsibility	Funding
• Employ MM with all students assessing below college level	X	X	X	X	FYE & Assessment	3SP & Personnel
• Develop math and English assessment prep boot camps allowing re-assessment for boot camp completers		X			Discipline Faculty & Assessment	3SP & Personnel
CURRICULUM						
• Offer and continue to refine Accelerated Curriculum and/or Delivery of pre-collegiate math and English	X	X	X	X	Discipline Faculty	Personnel
• Offer and continue to refine Compressed Curriculum and/or Delivery of pre-collegiate math and English	X	X	X	X	Discipline Faculty	Personnel
• Prescriptive scheduling: Cluster Courses/Block Scheduling/ Learning Communities of pre-collegiate math and English	X	X	X	X	Counseling/FYE, Chairs & Deans	Personnel
• Explore Open entry/exit of pre-collegiate math and English		X			Deans & OSL	Personnel
• Explore possibility of Primary Language Instruction			X		Deans & OSL	Personnel
SUPPORT						
• Specific trained instructors for the "smooth sailing" classes		X	X	X	Deans & Chairs	Personnel
• SI for the "smooth sailing" classes		X	X	X	Deans	BSI & Equity Funds
• Mandatory tutoring for the "smooth sailing" classes	X	X	X	X	Counseling & Discipline Faculty	BSI & Equity Funds
• Bilingual Tutoring			X	X	OSL	BSI & Equity Funds
REGISTRATION						
• Placed registration for FT in Math/English/Counseling	X	X	X	X	FYE & A&R	Personnel
• Textbook loan for FT Registration in Math/English	X	X	X	X	FYE, Foundation, Equity, OSL	80K
• Class spots for students who need to change		X	X	X	Deans & OSL	Personnel

Anticipated Implementation Challenges

Describe any concerns that need to be resolved before implementation and how you will resolve them. This may include a description of necessary policy changes and how they will be pursued.

[Limit to 400 words.]

In order to implement *Sail to Success* we need to have effective and informative **MARKETING** so students are aware of the advantages of being a full time student, how much more likely they are to be successful, and know how they can be supported with fee waivers and financial aid. This information needs to be supported with data so students can begin learning to make decisions in an informed and logical manner. We will need clear "success stories" to motivate these students to jump on board, be part of the "First Time/Full Time" crew and *"Sail to Success"* with us.

Research is clear that, for a variety of reasons, students are often assessed and placed into classes that are lower than their actual ability, wasting time and often becoming discouraged as a result. We need to rethink the way we conduct **ASSESSMENT** and placement of our students and develop a system of assessment that is more flexible and forgiving so we help student to place more accurately. We need students, faculty, and staff to "stretch" with our students and place at the highest levels of possible success. A potential challenge will be that California is implementing a new state-wide assessment and we will be implementing our multiple measures and assessment prep at the same time this change is occurring.

In order to streamline the amount of time students spend in pre-collegiate classes prior to college level and transfer classes we need to look at the way our **CURRICULUM** is designed and make some additions and changes that address the specific needs of the underprepared student as well as designing curriculum that is more focused on student majors and career interest. We have restructured our campus to more closely align the key basic skills disciplines of English, math, and ESL into one division. This has been a difficult and challenging decision on the part of Administration and is requiring, and receiving, the utmost effort and professionalism from faculty, staff, and administrators who will be affected by this significant change to long standing traditions.

With the increased expectation for our students to have a "smooth sail" through pre-collegiate skills more quickly comes a significant need for **SUPPORT**. We will need supportive tutorial assistance in a "wrap around" fashion specifically designed for the student on the "fast course"…and as we know "students don't 'do' optional" these support services will need to be mandatory, tracked, and measurable. We will explore learning experiences for students that are not necessarily part of our college curriculum in the areas of self-guided and assisted learning, structured tutorial experiences, and other ways our students, with assistance, can prepare themselves for college coursework.

Scaling

Briefly describe how you will scale these efforts to achieve your student success vision. In your response, please consider staffing and other necessary resources. Estimate the number of students enrolled or otherwise benefiting in Years 1-4. Estimate proportion of target population served according to the "some" (less than 25%), "more" (between 25 and 60%), and "most" (more than 60%) designations.
[Limit to 400 words.]

With the documented success of the 2015-2016 FYE pilot program for 100 first time/full time students, Ventura College will first triple the size and up scale the program to conduct a larger pilot of 300 students, incentivized and focused on full time enrollment and completion of pre-collegiate math and English course work in preparation for first year completion of transfer level courses. The focus of this initial pilot will be to get these students through transfer level math and English during year one. With the anticipated success of this new pilot, in order to determine where best to increase the number and scope of the learning opportunities for mastery of pre-collegiate course work, we will study the data related to success rates of students:

- enrolling full time in their first year but not part of FYE,
- placed via multiple measures above assessed levels in math and English vs students placed by assessment only
- placed in accelerated vs compressed courses, and,
- participating in only targeted "tutoring" rather than specific courses to build skills for assessment.

We typically have about 2,000 first time students each fall with only about 32% of them enrolling full time.   In our 2016-2017 pilot we will be using multiple measures and prescribed placements with about 15% of new student population however this is about 50% of our full time students.   We can accomplish this with current staffing and funding. As we ramp up the number of students enrolling "First Time/Full Time" we will need to increase staffing to provide the multiple measures assessment as well as the wrap around tutorial support.

The expectation is that by year two we will serve 80% of our incoming first time/full time students in FYE and by year 3 we will increase our first time/full time student population to 1000 or about 50% of our typical first time students.

By year four we will also implement multiple measures assessment for all students assessing below transfer level.

Priority 2

Priority 2 Work Plan

Name and Description of Priority

Beacons of Success

Institutional transformation to a college culture of clear communication that is both culturally conscious and collegial

Priority Goals

As the evidence was collected and analyzed it became clear that for the ultimate success of our institution and to be more effective in facilitating the success of our students, we need to:

- communicate information to the college community in a timely, accurate, and transparent manner,
- provide more clarity in the way committees and groups function and how decisions are made as well as the roles, responsibilities, and authorities of each group that participates in making recommendations for the decisions,
- broaden the representation on councils, committees, and workgroups so more members of the college community are participating and more opinions are heard and considered,
- build a high level of trust in the professionalism and good intentions of all members of the college community,
- assure that all members of the college community are free to express their opinions without fear of ridicule, recrimination, or retaliation,
- acknowledge that even when we disagree on the final decision or the implementation of change we trust that that decision was made with the consideration of all the input and with good intentions and in the ultimate best interest of students.

Measurable Yearly Indicators:

When we have completed our action steps we will:

Year 1--have a committee structure that is documented and clearly understood by the campus community,
Year 1--have committees made up of diverse members with broad campus representation,

Year 1--have representation on governance committees that will be mutually determined and clearly defined,
Year 1--receive training in collegial and supportive communication skills via "6 Success Factors"
Year 2--begin to regularly use the "6 Success Factors" in our common conversations
Year 2-4--share our opinions and cultural differences without fear of recrimination or retaliation,
Year 2-4--have clear communication...written, verbal, and electronic... that takes place in a collegial and supportive manner keeping student success as the focus of every recommendation and decision,
Year 3--see the incorporation of the "6 Success Factors" into our classroom instruction and services
Year 3-4--exemplifying collegiality, intra-district cooperation and communication will increase and we will streamline processes to the ultimate success of our students.
Year 4-- be a community of learners and educators, supporting one another through the "6 Success Factors".
Year 4-- confirm that, as a community of learners, we feel "Focused, Directed, Connected, Nurtured, Valued, and Engaged" with and by our colleagues.

Major Action Steps	Y1	Y2	Y3	Y4	Lead Staff Member(s)	Resources Required
COMMUNICATION						
Clarify Committee/Workgroup Structure	X				Senate Presidents & OSL	Personnel
Standardize College Committee and workgroup terminology	X				Senate Presidents & OSL	Personnel
Include charge of each group on the website including how its responsibilities support the mission of the college	X				Senate Presidents & OSL	Personnel
Develop and maintain a dynamic Committee Calendar	X				Senate Presidents & OSL	Personnel
Assign website/minutes upkeep to a single entity for consistency and constancy.	X				OSL	Funding from IEPI
Have draft minutes posted within one week of meetings	X				Senate Presidents & OSL	Personnel

Activity	1	2	3	4	Responsible Party	Resources
Have training for group co-chairs on facilitating effective meetings	X				Senate Presidents	Funding from IEPI
Develop a handbook for collaborative group processes		X			Senate Presidents & OSL	Personnel
Have training for committees on collegial decision making processes	X	X	X		Senate Presidents & OSL	Funding from IEPI
Complete Committee/group goal setting and evaluations each fall and spring	X	X	X	X	Senate Presidents & OSL	Personnel
Include working within the 6 Factors as part of each groups goals	X	X	X	X	Senate Presidents & OSL	Personnel
Recruit group members who have not previously served on committees or groups from all areas of the campus community and use proxies as needed	X	X	X	X	Senate Presidents	Personnel
Clearly follow a process of collecting input from a variety of campus groups to form recommendations	X	X	X	X	Senate Presidents & OSL	Personnel
Formal Weekly Administrative communication	X	X	X	X	Executive Team	Personnel
Conduct the series of three communication and committee function training retreats over consecutive semesters	X	X			Senate Presidents & OSL	Personnel
Institutionalize regular department meetings		X	X	X	Administrative Team & Department Chairs	Personnel
Implement a "College Hour"			X		Executive & Administrative Teams	Personnel

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COLLEIGIALITY						
Campus-wide training on "6 Success Factors" for employees	X	X			OSL	IEPI Funds
Incorporate 6 factor language into daily office interaction activities		X	X	X	All personnel led by Administrative Teams	Personnel and Marketing materials –IEPI Funds
Discuss working within the 6 Factors as part of each groups goals		X	X	X	Senate Presidents & OSL	Personnel
Train student club leaders on the 6 factors			X	X	Student Activities Specialist	Student Activity Funds
Introduce 6 factor language into student staff interactions			X	X	Career Center Specialists	Personnel
Provide training to Faculty on classroom use of the 6 factors			X	X	Professional Development	IEPI Funds
Bring 6 factor awareness into the classroom via assignments and discussion			X	X	Professional Development	IEPI Funds
Institutionalize formal recognition for faculty/staff accomplishments	X				Campus Community led by Administrative Team	Personnel
Incorporate 6 factors into Outreach and Student Orientations		X	X	X	Outreach and Counseling with VPSA	Personnel
Intentionally incorporate 6 factors into Student Service interactions		X	X	X	Dean of Student Affairs and VPSA	Personnel

Anticipated Implementation Challenges

Describe any concerns that need to be resolved before implementation and how you will resolve them. This may include a description of necessary policy changes and how they will be pursued.
[Recommend 400 – 600 words.]

Any time a large group of passionate and dedicated people see their own reflection from others and then evaluate their own group dynamics and find them wanting, there will be elements of shock, denial, and anger. Hopefully there will eventually be constructive acceptance and the desire to improve. Ventura College is in the process of experiencing this now as we begin to discuss and implement "Beacons of Success".

Telling comments from reviewers have been centered around, *"We've always known this was a problem...we've all heard it...and it's painful but refreshing to see it laid out matter-of-factly so we can now address it."* The challenge is going to be keeping the momentum of change and positivity among a large and diverse group of educators. It will lie in keeping everyone involved so trainings and workshops do not become "singing to the choir "events. It will take the willingness to take a hard look at ourselves as individuals and be willing, each, to accept our own role in allowing and/or fostering an unproductive communication culture...and then be willing to change it.

"Beacons of Success" is a bit different for an Achieving the Dream Priority as, at first glance, it doesn't appear to be directly related to student success or culturally responsive topics but when vetted through our various groups it was determined that we cannot be effective models for our students unless we ourselves live these qualities. Our priority is one of institutional transformation.

Dr. Darla Cooper of the RP Group has stated: *"We have come to realize that the study's six success factors apply not only to the students' own success, but the success of the practitioners serving students. These success factors have the potential to assist in practitioners' personal and professional growth, empowering them to support student success and improving their relationships with their colleagues as well as the institution as a whole."*

It has become clear that unless we, ourselves, are successful in our goal to improve our culturally conscious communication, trust, and collegiality to support each other we have no hope to achieve our goal to support our students towards successful completion of their goals. In reviewing the RP Groups research on the "6 Success Factors" it becomes clear that not only students benefit from being in an environment that encourages and supports the "6 Success Factors" but that we are all, as colleagues, more likely to achieve our goals for ourselves and our students when the 6 factors are present and we are all:

"Directed, Focused, Nurtured, Engaged, Connected, and Valued."

Scaling

Briefly describe how you will scale these efforts to achieve your student success vision. In your response, please consider staffing and other necessary resources. Estimate the number of students enrolled or otherwise benefiting in Years 1-4. Estimate proportion of <u>target population</u> served according to the "some" (less than 25%), "more" (between 25 and 60%), and "most" (more than 60%) designations.
 [Recommend 400 – 600 words.]

"Beacons of Success" will have an indirect impact on our students during the first two years. During this period, the focus will be on the training and support needed to shift administration, faculty, and staff to a culturally conscious community of learners who are supportive and collegial in their communication with one another. We will be clear, confident, and transparent in the institution's decision making processes. In this way we feel we will then be better prepared to make the right decisions for our institution, the right decisions for our students, and be models of the successful habits we expect our students to employ.

What will it look like?

When applying the "6 Success Factors" within the workplace an employee will remain **focused** on the job at hand and assist colleagues to do the same. An employee will thank a colleague for a specific job well done so that colleague knows they are **valued**. An employee will attend graduation and/or success celebrations and be **engaged** with the milestone events of the college. An employee will remain **directed** and clearly understand the reason for the work they do whether it is instruction, library service, maintenance, clerical, or administrative and what the end product will actually accomplish for student success. An employee will encourage and **nurture** colleagues who are in new positions or meeting new challenges. Employees will know and be able to articulate how their own contributions are **connected** to the success of each individual student.

We will start this process with trainings in year 1 and 2 that will begin to create our lexicon...our "Beacons of Success". We will begin this with all office and classified staff as well as administrators and faculty. When this becomes the fiber of our college being, within year 3-4, we will expand this to training our students and our intentional interaction with students within service areas, office and administrative interactions, and within the classrooms.

We expect that in **year one,** given signage, handouts, email, and flex day presentations, all full time faculty and staff will be at the "awareness" stage of implementing the success factors. Having attended the first training in April 2016, some faculty and staff will have a slightly more in depth understanding.

At the end of **year one** it is expected that more full time employees will have received some level of training and will begin to consciously employ the factors in their assignments and will be able to identify how they do so.

At the end of **year two** we expect that most full time employees will be able to identify the factors and some will be able to indicate how they have seen their use change the work environment and in their interaction with committees and work groups. They will identify how the use of the factors have improved college-wide communication and how this has created a more functional environment for students.

By **year three** some faculty will identify how the factors have become part of their counseling or instruction and the student success they have seen as a result.

In **year four** the success factors will be so integrated into the campus culture that it will be a part of regular workday interaction, part of counseling sessions and classroom dialog as the standard rather than the exception.

COMMUNICATING YOUR STUDENT SUCCESS VISION

How will you communicate your plans and progress to relevant stakeholders? Please consider how you will communicate with all your key stakeholder groups, including your board of trustees, faculty, staff, students, and local community. *Note: You may wish to review Achieving the Dream's Communications Plan template for additional guidance. This can be found on ATD Connect at* connect.achievingthedream.org.
[Recommend 400 – 600 words.]

Ventura College Achieving the Dream priorities were developed with the input of numerous surveys, committees, councils, workgroups, and conversations. They were vetted and voted on at the Student Success Committee a college governance group with campus wide representation. During spring 2016 the priorities were presented at Administrative Council, Deans' Council, Department Chairs Council, Academic Senate, Classified Senate, and Associated Students Board.

On April 29, 2016, at a college wide retreat, the priorities were presented to the campus and the first training in preparation for the "6 Success Factors" to be used in our "Beacons of Success" institutional transformation priority, was the key note event.

The success factors will be the theme of our "Fall Flex" days in August and the entire campus community will hear about both priorities at that time. Our marketing team has been asked to develop media, including flags, signs, posters, flyers, and other marketing materials for both "Beacons of Success" and "Sail to Success". These will be on display at the beginning of fall 2016 and will continue to be developed as new events occur and topics develop.

Freshman Year Experience (FYE) has been sharing our pilot "Sail to Success" with local high schools and the parents of high school seniors at orientations, college fairs, and "Pirate Fridays" when high school seniors spend the morning visiting Ventura College.

Our Achieving the Dream priorities will be formally presented to the Board and the administration of our sister campuses at the beginning of fall 2016.   Our Achieving the Dream priorities and progress will have its own place on our website and with the anticipated hiring of a Public Information Officer we will be able to communicate our "dream" with the broader community of Ventura County.

EQUITY AGENDA

Based on your institutional reflections and analysis of data over the past year, in which areas did you discover that students experience the biggest disparity in service or outcomes? How do your student success priorities and component efforts address these disparities?
[Recommend 400 – 600 words.]

Through our college's Student Equity Plan, we found that there are significant disparities in outcomes for Black and Hispanic students. Black students have had the lowest course success rate for any ethnic group on campus for nearly every semester over the past 10 years. In addition, they are the least likely to complete college-level coursework after starting in basic skills math and/or English. Hispanic students represent our largest ethnic group on campus, but they also complete outcomes at low rates. They have the lowest six-year completion rate (i.e. 44% for the 2008 cohort) of any ethnic group on campus.

Similar disparities were also found when we analyzed data for our Sail to Success initiative. With the exception of Pacific Islanders, who represent a very small percentage of our student population, Hispanic and Black students were the two ethnic groups that were the least likely to enroll in transfer-level math and/or English within a year. A deeper dive into the data uncovered different patterns for each student group. Hispanic students had one of the highest rates of first-semester enrollment in math and English courses, whereas first-semester math and English enrollment was lowest for Black students. Thus, strategies to encourage first-semester math and English enrollment may be more impactful for Black students than for Hispanic students. Since Hispanic students are enrolling in math and English in their first semester at high rates, they may benefit more from strategies designed to increase assessment test scores or to accelerate math and English course sequence completion.

In our communication and decision making process, lack of equity has been a continuing topic with various groups on campus feeling underrepresented, not only by ethnicity but by function within the college community, within committees and decision making bodies. The result has been dysfunctional groups that have, at times, been unable to come to consensus to make decisions and complete tasks that would ultimately benefit students. This issue has been recognized by our own ADT coaches as well as our visiting IEPI Team.

Achieving the Dream ™

ADDITIONAL RESOURCES/SUPPORT FROM ACHIEVING THE DREAM

What professional development/resources from Achieving the Dream, Inc. and/or your coaching team would be most helpful to your college as you begin implementing your work?

- Support and validation for our somewhat unusual institutional transformation goal, "Beacons of Success"
- Connections with other Dream colleges who may be doing something similar in the area of institutional transformation but are farther along and would be willing to share their experiences.
- A spring 2017 visit from our ATD coaches to help us evaluate our initial steps.
- Connection with other schools using multiple measures assessment and their "best practices"
- Ideas for the most effective "wrap around" support services and ways to mandate these services for students.

ADDITIONAL INFORMATION

Is there additional information you would like Achieving the Dream to know as we consider this Implementation Plan? What else should the reviewers of your Implementation Plan know about your efforts over the planning period? Is there any relevant contextual information regarding your institution or your state that will help the reviewers understand your Implementation Plan?

As previously stated, our "Beacons of Success" priority is not initially directed at immediate student achievement. It is important to understand that student success is the long term, ultimate goal and the results with students will begin to be evident in year 3-4. This institutional transformation goal was chosen because of the dysfunction in some areas of our decision and communication processes.

We are entering our accreditation year with scheduled visitations in September 2016. As part of our Institutional Self Evaluation Report, we are required to choose two topics of self-improvement to focus on for the next several years. Because we felt so strongly about the priorities we

have chosen for Achieving the Dream, we chose the same topics for our ISER Quality Focus Essay. In addition, our visit from the Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) is supporting a concentrated effort in improving our campus communication and committee structure and function. They have provided funding for this project so our Accreditation foci and our ATD priorities align with these as well.

As indicated in our visual representation, Ventura College often tends to splinter our energies and efforts in too many worthwhile projects so that we end up with great breadth but, in some cases, little depth to our outcomes. It is a trait we are trying to correct.

SUBMITTING YOUR IMPLEMENTATION PLAN

Congratulations on completing your Implementation Plan! Here are the next steps:

➢ Submit your completed Implementation Plan and student success vision visual **through your ATD Connect account** (preferably your Core Team Leader's account) by the **deadline on April 29, 2016**. You can access ATD Connect at connect.achievingthedream.org.
   o Once you have entered the 2015 Cohort Learning Community, use the menu on the left hand side of the screen to navigate to the *Planning Period Guidance and Implementation Plan* section.
   o The top item is an assignment titled *Implementation Plan Submissions*.
   o Click on the assignment and use the *Browse* button to find and attach your completed Implementation Plan.
   o Use the space provided to share any important information about your Implementation Plan.
   o If you wish, you can save your submission as a draft to enable your team to make edits up until the deadline.
   o Click *Submit* to submit your Implementation Plan to Achieving the Dream.
➢ Upon receipt of your completed Implementation Plan, Achieving the Dream will share it with your coaching team.
➢ Achieving the Dream will work with your coaching team to provide feedback on your Implementation Plan. Colleges can expect to receive this feedback by end of July 2016.

If you have any questions about completing or submitting your Implementation Plan, please contact Julia Lawton at jlawton@achievingthedream.org