VENTURACOLLEGE
SET YOUR COURSE

2017-2022 Educational Master Plan Draft
Goal 2 – Success

Current Draft Goal and Objectives (Draft Goal wording agreed to by Senate)

Increase our community's access to transfer, vocational, basic skills education.

- Objective 1: Increase course success rates [IEPI Metric].
    - Overall rate: Increase to 75% within six years.
    - Hispanic student rate: Increase to X% within six years.
    - Black student rate: Increase to X% within six years.
    - Male student rate: Increase to X% within six years.
- Objective 2: Increase CCCCO Scorecard six-year completion rates [IEPI Metric].
    - Overall rate: Increase to X% within six years.
    - Unprepared student rate: Increase to 48% within six years.
    - Hispanic student rate: Increase to X% within six years.
    - Black student rate: Increase to X% within six years.
    - Male student rate: Increase to X% within six years.
- Objective 3: Increase CCCCO scorecard Basic Skills rates [IEPI Metric].
    - English basic skills rate: Increase to 60% within six years.
    - Math basic skills rate: Increase to X% within six years.
- Objective 4: Increase % of new students who receive Student Success and Support Program (SSSP) services.
    - Orientation: Increase to X% within six years.
    - Assessment: Increase to X% within six years.
    - Comprehensive Educational Plan: Increase to X% within six years.
- Objective 6: Increase the percentage of new students who are prepared for transfer-level Math and English by the end of their first year to X% [Quality Focus Essay].

Access Goals from State of CA, VCCCD, and Other Colleges

1. State of CA Community College System
    - Student Success and Readiness**:** Promote college readiness and provide the programs and services to enable all students to achieve their educational and career goals.
2. VCCCD Educational Master Plan
    - Increase the timely completion of degrees, certificates, and transfer majors.
3. College of the Desert
    - Achieve student success by placing the needs of learners first.
4. Lake Tahoe Community College
    - Student Learning, Success, Equity, and Achievement
5. Los Angeles City College
    - Provide support and guidance to promote student completion of degrees, certificates, and transfer-readiness.
6. Los Angeles Mission College
    - Improve quality of educational programs and services to increase students' success in attaining their educational goals.
7. Moorpark College
    - Student Retention and Success
8. Oxnard College
    - Increase the timely student completion of degrees, certificates, and transfer majors.

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Success Goal Feedback from Spring 2016 College Planning Retreat (Note – Feedback is Unedited)

1. *Is this something that the college should focus on over the next six years?*

   Yes = 11

   No = 0

   Unsure = 1

   Comments:

   - Our college profile has changed; we also know our job needs and transfer needs need to be re-evaluated
   - Yes. Equity or lack thereof will be increasing issue
   - Student learning assistance programs; embedded, group, one on one, online, technology; more space, money, and staff!!
   - The success has been occurring for different demographic groups based off of their needs.
   - With ab out 70% entering as basic skills student, we have a duty to find better ways to help them complete their academic goals. As an HSI, building more equitable models is vital
   - Primary focus
   - Take (or continue to take) and authentic campus-wide approach to addressing student success & equity
   - Increase "buy in" that this is a campus-wide responsibility that includes staff, faculty, admin and flow over district-wide

2. *Should this goal be changed or modified in any way?*

   Yes = 4

   No = 3

   Both = 1

   Comments:

   - I think the focus is on student success. The equity gap is very important but uniting this to a master plan would be irrelevant b/c the demographics change yearly. Not relevant to 6 yr. period.
   - Verbiage-may need to refine-actually 2 goals?; 1) increase student success for all ? ; 2) decrease equity gaps? Or really decrease success rate variation?
   - Establish specific goal/number based on current data ex = 3% per year for next 3 yrs. (or 10% in 3 years)
   - More dynamic and cutting edge. Move away from remedial/deficit model – Big Idea!; Be more pro-active and collaborative in getting student to the help they need early and just in time. Should not __ punitive; offer peer ambassador mentor support (perhaps by program)
   - Replace "and' with "while". Why should it be an afterthought?
   - HS a little broad. What is success/how is this defined?; what are the various demographic groups? Clarify specific gaps and establish objective; achievable goals
   - As long as the goal is clearly defined by objectives, the goal stated is fine. That is, How are we defining student success and the closure of the equity gap.

3. In six years, what data/information should the College examine to determine if we met this goal or not?

- Success should be measured beyond degrees & certificates. Did the student gain an internship, did they get a job, did they stick w/ the educational Plan, or did they revise it and then complete?
- Success rates - progression of students to determine choke-points related to equity – monitor results of initiatives- (specific implements & then how this relates ultimately to success). Establish parameters to guarantee maintenance of rigor.
- SSSP step completion (ex. #Ed plans)-and by demographics; retention – complete semester classes-and by demographics; Persistence-continue from semester-to-semester-and by demographics; Completion-did student attain Ed Goal-and by demographics
- Student feedback-grades-job placements
- Student success rate
- Qualitied and Quantitative
- Goals met?
- Benchmark and trends (student success scorecard)
- Certificates/degrees
- Qualitative-ask the students did they become successful
- Transfer
- Employment
- Grades, graduation rate, dropout rate, % employed 2 yrs. out transfer rate (acceptance, attendance, graduating)
- Program completion rates by demo groups
- Follow-up after they leave VC-job, higher ed, ?
- How much work v. school
- How many have taken Math/Eng FIRST?
- Retention-course + semester to semester + year to year
- Success-course level + sequence level + completion (transfer/degree/certificate)
- Progression-movement from one course level to next in sequence + completion of goals
- Regular updates on goal/outcomes achievement for each student
- Qualitative research on those lost through "exit points"
- Identification and analysis of who is in pipeline; where they are in pipeline and what steps need to be taken to move through to completion (esp w/regard to course offerings, curriculum and pedagogy)
- Identify Achievement gaps and practices to reduce.
- Move students assessed/placed directly into transfer-level English & Math
- How long does it take student to complete transfer level ENGL and Math? ; should be 2-4 semester MAX!
- Increased percentage of basic skills student completing ENGL/MATH requirements QUICKLY
- Transfer rates of each identifiable group (also retention, completion, use of support services
- Qualitative research from individuals
- I would like to see the correlation between hours students are employed and number of units taken in students success (academic standing, goal completion, yrs to complete goal)