NOVA
PLAN. INVEST. TRACK.

Fund: Guided Pathways, Year: Spring 2018-Summer 2019 Produced: Apr 4, 2018, 12:08 AM PDT

Ventura College - Guided Pathways

Description

COLLEGE: Ventura College

PLAN TIMEFRAME: Spring 2018-Summer 2019

READ DEADLINES AND THE GUIDED PATHWAYS DOCUMENTATION AND GOALS: Yes

Project Contacts

Point of Contact	Alternate Point of Contact
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Certifying Contacts

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Timeline

KEY ELEMENTS	SPRING 2018 - SUMMER 2019	FALL 2019 - SUMMER 2020	FALL 2020 - SUMMER 2021	FALL 2021 - SUMMER 2022
INQUIRY (1 - 3)				
1. Cross Functional Inquiry	✅	✅	✅	✅
2. Shared Metrics	✅	✅	✅	✅
3. Integrated Planning	✅	✅	✅	✅
DESIGN (4 - 8)				
4. Inclusive Decision-Making Structures	✅	✅	✅	✅
5. Intersegmental Alignment	✅	✅	✅	✅
6. Guided Major and Career Exploration	✅	✅	✅	✅
7. Improved Basic Skills	✅	✅	✅	✅
8. Clear Program Requirements	✅	✅	✅	✅
IMPLEMENTATION (9 - 14)				
9. Proactive and Integrated Student Supports		✅	✅	✅
10. Integrated Technology Infrastructure			✅	✅
11. Strategic Professional Development	✅	✅	✅	✅
12. Aligned Learning Outcomes			✅	✅
13. Assessing and Documenting Learning			✅	✅
14. Applied Learning Outcomes			✅	✅

Inquiry

1. CROSS FUNCTIONAL INQUIRY

College constituents (including staff, faculty across disciplines and counselors, administrators, and students) examine research and local data on student success and discuss overarching strategies to improve student success.

College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.
CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: • Form Cross-functional design team of 9 faculty members, 9 classified staff, 5 administrators, and 9 students. • Develop GP Workgroups to address specific elements of

Guided Pathways Plan. Workgroups include faculty, classified staff, student representatives, and administrators. • Hold regular, ongoing, college-wide round table discussions about GP (College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.) • Include GP as a standing agenda item on each senate and college planning committee • Encourage IEPI and other trainings related to Guided Pathways by cross-functional design team • GP discussions at department and division meetings • Robust professional development program in order to integrate these informed, evidence-based strategies to improve student success. • Create Guided Pathway webpage to be regularly maintained.
EXISTING EFFORTS: • Beacons of Success (College initiative using RP Six-Success factors to support students and college employees) • SSSP efforts • Graduation/Retention efforts • Academic

Standing initiatives • Sail to Success initiative (College initiative to support first time/full time students to be prepared and enroll in transfer level math and English courses) • Multiple measures English and math placement model
MAJOR OUTCOMES: Ventura College will • Create a consistent understanding of Guided Pathways and why we are pursuing it. • Address the campus concerns related to of the implications of this initiative. • Develop common terminology related to Guided Pathways. • Demonstrate evidence of robust dialog across all constituent groups.

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2. SHARED METRICS

College is using clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes. Those benchmarks are shared across key initiatives.
CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: • Incorporate GP Key Performance Indicators (KPI') into our existing data metrics. • Develop mechanism to allow campus to easily access the Guided Pathways KPI's. • Hold

campus-wide data summit to communicate metrics and current data.
EXISTING EFFORTS: • VC recently adopted a 2017-2023 Educational Master Plan (EMP). • The primary objectives of the EMP are for VC to become one of the top five colleges in the state on a

number of key student success metrics, and to close equity gaps. • The metrics included in the EMP are aligned directly with the CCCCO Student Success Scorecard, and our integrated Equity, SSSP, and Basic Skills Plan. • VC's Sail to Success initiative is working to ensure that all new students are prepared for transfer-level English and Math within their first year. • Our current EMP discussed above is the primary planning document for our college. • We are also developing our Strategic Implementation Plan, which will describe the strategies to be utilized to meet the goals of our EMP.
MAJOR OUTCOMES: Ventura College will • Possess a shared understanding of current metrics, and where we plan to be within six years. • Disseminate shared metric information through campus discussions among all constituency groups.

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3. INTEGRATED PLANNING

College-wide discussions are happening with all stakeholders and support/commitment has been expressed by key stakeholders to utilize the Guided Pathways framework as an overarching structure for the college's main planning and resource allocation processes, leveraging existing initiatives and programs.
CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: • VC will incorporate GP framework into its existing planning and resource allocations processes.

EXISTING EFFORTS: • Our current EMP discussed above is the primary planning document for our college. • We are also developing our Strategic Implementation Plan, which will describe the

strategies we will undertake to meet the goals of our EMP.
MAJOR OUTCOMES: Ventura College will • Explore solutions to align Guided Pathways with existing planning processes (Ed Master Plan, Strategic Plan, program review). • Engage in integrated planning discussions through existing participatory governance processes. • Include GP as a standing agenda item on each senate and college planning committee.

Design

4. INCLUSIVE DECISION-MAKING STRUCTURES

College has identified key leaders that represent diverse campus constituents to steer college-wide communication, input and decisions regarding the Guided Pathways framework.
Constituents have developed transparent cross-functional work-teams to provide the Guided Pathways effort with momentum and regularly provide opportunities for broad college-wide input. In addition, this plan strategically engages college governance bodies college-wide.
CURRENT SCALE OF ADOPTION: Pre-adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: • Develop a comprehensive list of stakeholders, and ensure that they have a role in Guided Pathways decision-making. • Utilize the cross-functional design team formed of 9

faculty members, 9 classified staff, 5 administrators, and 9 students in leaderships roles on workgroups and outreach. • Develop GP workgroups to address specific elements of Guided Pathways Plan. Workgroups include faculty, classified staff, student representatives, and administrators. • Hold regular, ongoing, college-wide round table discussions about GP (College engages in broad, deep and inclusive discussion and inquiry about the Guided Pathways approach, framework and evidence.) • Include GP as a standing agenda item on each senate and college planning committee • Encourage IEPI and other available trainings about GP to be attended by cross-functional design group • Encourage GP discussions at department and division meetings • Develop a robust professional development program in order to integrate these informed, evidence-based strategies to improve student success. • Create Guided Pathway webpage to be regularly maintained as a source of communication.
EXISTING EFFORTS: • Beacons of Success (College initiative using RP Six-Success factors to support students and college employees) • SSSP efforts • Graduation/Retention efforts • Academic

Standing initiatives • Sail to Success initiative (College initiative to support first time/full time students to be prepared and enroll in transfer level math and English courses) • Multiple measures English and math placement model
MAJOR OUTCOMES: Ventura College will • Create a consistent understanding of Guided Pathways and why we are pursuing it. • Address the campus concerns related to of the implications of this initiative. • Develop common terminology related to Guided Pathways. • Demonstrate evidence of robust dialog across all constituent groups.

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5. INTERSEGMENTAL ALIGNMENT

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.
CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: • Align students to pathways from middle school through high school, community college and on to transfer institutions and/or careers. • Work with community to promote

college programs that lead to careers
EXISTING EFFORTS: • Dual Enrollment/ Articulation agreements with high schools • Strong Workforce initiatives with CE program • Collaborating in federal grant partnerships with neighboring

institutions. • Counselor Exchanges • High School academic competitions at VC • Strong regional partnerships with industry through VC Innovates Program, South Central Coast Regional Consortium, and Advisory Groups. • Active participation in regional and statewide consortia (EOPS, EAC/DSPS, CalWORKS, MESA, FYE).
MAJOR OUTCOMES: Ventura College will • Improve internal coordination and communication of outreach efforts to high school feeder district(s), four-year institutions, and industry partners.

6. GUIDED MAJOR AND CAREER EXPLORATION

College has structures in place to scale major and career exploration early on in a student's college experience.
CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Scaling in Progress

MAJOR ACTIVITIES: • Promote students to work with counselors to find their interests • Expand internship opportunities • Expand use of career exploration software • Redesign Career

Development Center to increase support for career education counseling, internships and exploration. • Explore the development of themed pathways, academic/career clusters.
EXISTING EFFORTS: • Offering 5 sections of career exploration course (COUN V02) each fall. • Strong workforce Program implementation. • Students are encouraged through counseling to

complete Meyers-Briggs Type Indicator and Strong Interest Inventory Career Assessment. • STEM Harbor – STEM faculty offer group office hours in a centralized location.
MAJOR OUTCOMES: Ventura College will • Identify and group programs of study have into broad interest areas or clusters that share competencies. • Discuss possible impact of proposed broad interest areas or clusters may have on college organizational structure and function. • Identify foundation courses, gateway courses or other scalable mechanisms for major and career exploration.

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7. IMPROVED BASIC SKILLS

College is implementing evidence-based practices to increase access and success in college and/or transfer-level math and English.
CURRENT SCALE OF ADOPTION: Early Adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: • Explore self-guided placement for English and math • Continue review of evidenced-based practices when implementing multiple measure placement to support student

access to transfer level English and math courses • Continue alignment with AB705 • Clarify pipelines and minimizing exit points. • Align ESL courses to support student transition to transfer-level English.
EXISTING EFFORTS: • Basic Skills Advisory Group • Math pathways that are designed for non-STEM majors. • Accelerated and compressed courses have also been developed in Math sequence. •

Recently implemented a refined multiple measures placement model for English and Math. • Developed Non-Credit ESL courses.
MAJOR OUTCOMES: Ventura College will • Scale one or more multiple evidence-based strategies. • Increase student completion of transfer-level English and Math.

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8. CLEAR PROGRAM REQUIREMENTS

College is clarifying course sequences for programs of study (including key milestones) and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion. College offers courses to meet student demand.
In order to meet these objectives, college is engaging in backwards design with desired core competencies and/or student outcomes in mind (including time-to-goal completion and enhanced access to relevant transfer and career outcomes).
CURRENT SCALE OF ADOPTION: Pre-adoption

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: • Departments examine design of course offerings for 2 year rolling plan • Explore development of themed pathways, academic/career clusters. • Clarify the pathways for the

students including key milestones • Develop enrollment management plan to support student completing • Align student educational plans with course scheduling • Align course schedules across disciplines
EXISTING EFFORTS: • Career Education pathways have been developed. • Using data to inform enrollment decisions.

MAJOR OUTCOMES: Ventura College will • Collaborate to clarify course sequences, and start to have cross-discipline discussions. • Begin to develop normative 2-year schedule for students within clusters. • Identify ways to develop student cohorts within clusters.

Implementation

9. PROACTIVE AND INTEGRATED STUDENT SUPPORTS

College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.
This item will not be addressed in the current time period. Please refer to the timeline above for more information.

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10. INTEGRATED TECHNOLOGY INFRASTRUCTURE

College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.
This item will not be addressed in the current time period. Please refer to the timeline above for more information.

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11. STRATEGIC PROFESSIONAL DEVELOPMENT

Professional Development (PD) is strategically, frequently, and consistently offered for staff, faculty and administrators and aligned with the college's strategic goals, needs and priorities identified in integrated plans, program review, and other intentional processes.
CURRENT SCALE OF ADOPTION:

ANTICIPATED CHANGE IN SCALE OF ADOPTION DURING TIMEFRAME: Early Adoption

MAJOR ACTIVITIES: • Identify training opportunities for employees such as site visits, apprenticeships, guest speakers, and conferences related to Guided Pathways. • Hold campus-wide retreats

on Guided Pathways.
EXISTING EFFORTS: • Faculty Academy • New Faculty Experience • Pirate Talks • Classified Orientation • Classified PD and Potluck • All-Campus (FLEX) Days • Men of Color • Culturally

Responsive Training
MAJOR OUTCOMES: Ventura College will • Provide and seek out professional development opportunities for faculty, staff and administrators aligned with guided pathways. • Provide clear and frequent communication to campus community related to Guided Pathway professional development opportunities.

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12. ALIGNED LEARNING OUTCOMES

Learning outcomes are aligned with the requirements targeted by each program and across all levels (i.e., course, program, institutional) to ensure students' success in subsequent educational, employment, and career goals.
This item will not be addressed in the current time period. Please refer to the timeline above for more information.

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13. ASSESSING AND DOCUMENTING LEARNING

The college tracks attainment of learning outcomes and that information is easily accessible to students and faculty. Consistent and ongoing assessment of learning is taking place to assess whether students are mastering learning outcomes and building skills across each program and using results of learning outcomes assessment to improve the effectiveness of instruction in their programs.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

14. APPLIED LEARNING OUTCOMES

Students have ample opportunity for applied/contextualized learning and practice. Opportunities have been coordinated strategically within and/or amongst programs.

This item will not be addressed in the current time period. Please refer to the timeline above for more information.

Performance Indicators

PARTICIPATION

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA
Average number of credits attempted in year one	21.49525852
Average number of degree-applicable credits attempted in year one	20.66213726
College-level course success rate	0.750731
Full-time students	1180
Number of students	2579
Persisted from term one to term two	1840

TRANSFERRABLE MATH & ENGLISH COMPLETION

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA
Successfully completed both transfer-level English and math in year one	334
Successfully completed transfer-level English in year one	825
Successfully completed transfer-level math in year one	464

FIRST TERM MOMENTUM

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA
Attempted 15+ college credits in first term	524
Successfully earned 12+ college credits in first term	714

KEY PERFORMANCE INDICATORS	CURRENT KPI DATA
Successfully earned 15+ college credits in first term	241
Successfully earned 6+ college credits in first term	1511

Budget Totals

Total Budget

$281,506

Code	Amount	Percent of Budget
1000 - Instructional Salaries	$84,000	29.84%
2000 - Non-Instructional Salaries	$47,400	16.84%
3000 - Employee Benefits	$51,577	18.32%
4000 - Supplies and Materials	$5,630	2%
5000 - Other Operating Expenses and Services	$78,823	28%
7000 - Other Outgo	$7,038	2.5%
Indirect Costs	$7,038	2.5%
Ventura College Total	**$281,506**	**100%**

Efforts & Support

EFFORTS: Ventura College relies primarily on the use of high school performance (overall GPA, courses taken, or course grades) to determine placement into English and mathematics

courses. When high school transcripts are not available, we rely on high school information self-reported through CCCApply. Self-guided placement guidelines are being developed for use next year. Students may request to take an assessment test if they believe that their high school performance is not reflective of their current abilities, and/or they may choose to see a counselor to include other (multiple) measures to inform placement.

CHANCELLOR'S OFFICE SUPPORT: Not Complete

Certification

CHANCELLOR/PRESIDENT

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APPROVED

Mar 29, 2018

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