Index of Handouts

1. Organizational maturity per Baldrige Excellence Framework (what we mean by "*become a college that learns*").

2. VVC's growth and success rates, 2014-15 through 2023-24, 3 pages. Source: CCCCO Data Vista, https://datavista.cccco.edu/.

3. Proposed 3 Domain Model for Assessing Institutional Learning Outcomes and how it maps to VVC ILOs and National Association for Career Education outcomes. 3 pages (Based on the OG himself: Bloom, B. S. (1956). "Taxonomy of Educational Objectives, Handbook I: The Cognitive Domain." New York: David McKay Co Inc.)

4. Slide regarding relevance of affective domain; questions to ask yourself relative to your own outcomes.

5. The RP Group's Six Success Factors Framework. Source: The RP Group, https://rpgroup.org/Our-Projects/Student-Support-Re-defined/SuccessFactorsFramework.

6. Matrix of Non-Cognitive Strategies in the classroom provided by Dr. Amy Azul, 2 pages.

7. VVC Music Department rubric used for Jury Assessment provided by Dr. Joshua Phillips, 2 pages.

8. Dr. Phillips', "SLOs as Process Not Just Product."

9. VVC's 6 Steps to First Year Success, student journey map created by the VVC service design project team, 2 pages.

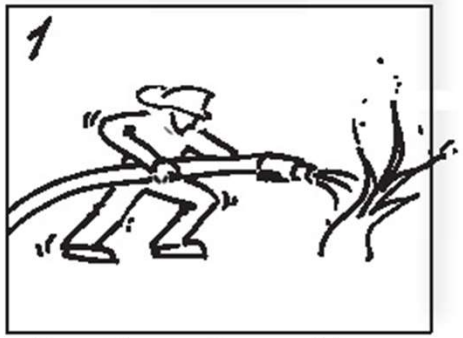
10. QR codes for Assessment Sandbox Interest Form and Data Coaching Resources page.

Steps Toward Mature Organizational Learning

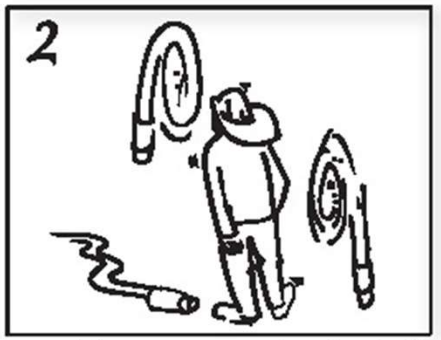
An Analogy for Learning: From Fighting Fires to Innovation

Learning is an essential attribute of high-performing organizations and, therefore, a critical concept in performance excellence. It is a key term used throughout the Criteria booklet and is one of the four scoring factors used to assess the maturity of an organization's processes (pages 66 and 68, scoring system and scoring guidelines).

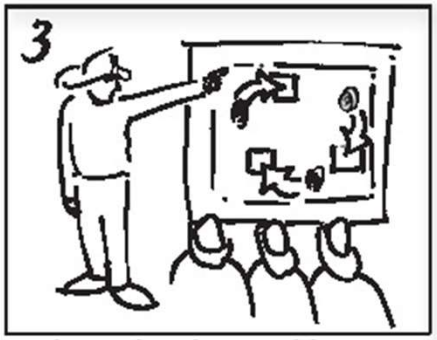
Effective, well-deployed organizational learning can help an organization improve from the early stages of reacting to problems (0-5% in the scoring guidelines) to the highest levels of organization-wide improvement, refinement, and innovation (70-100%). The firefighting analogy illustrated here depicts a progression through the levels of maturity for this scoring dimension.



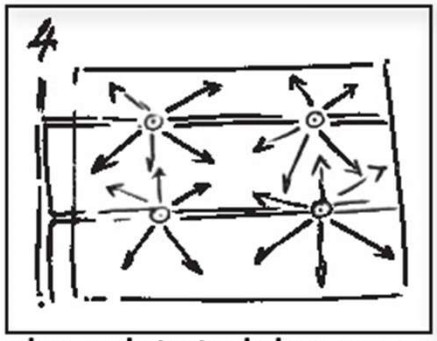
Reacting to the problem:
Run with the hose and put out the fire.
(0-5%)



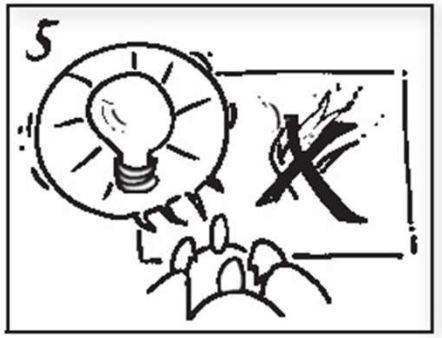
General improvement orientation:
Install more fire hoses to get to the fires quickly and reduce their impact.
(10-25%)



Systematic evaluation and improvement:
Evaluate which locations are most susceptible to fire. Install heat sensors and sprinklers in those locations.
(30-45%)



Learning and strategic improvement:
Install systemwide heat sensors and a sprinkler system that is activated by the heat preceding fires.
(50-65%)



Organizational analysis and innovation:
Use fireproof and fire-retardant materials. Replace combustible liquids with water-based liquids. Sensors and sprinklers become the secondary line of protection, with prevention the primary approach for protection.
(70-100%)

From *2023-2024 Baldrige Excellence Framework: Proven Leadership and Management Practices for Higher Performance.* Gaithersburg, MD: U.S. Department of Commerce, National Institute of Standards and Technology. https://www.nist.gov/baldrige

VVC Student Counts (Unduplicated General Admit) and Course Success Rates Over Time - Source California Community Colleges Chancellor's Office Data Vista

Data View: Single Metric - General Admit Students		14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
VVC	All General Admit Students	16,451	16,563	16,573	16,511	16,069	16,146	12,733	12,906	15,960	19,327
	Annual Change - #Students		+0.68%	+0.06%	-0.37%	-2.68%	+0.48%	-21.14%	+1.36%	+23.66%	+21.10%
	Course Success Rate By Overall	64%	66%	66%	67%	67%	73%	71%	67%	66%	66%
	Annual Change - %Success		+3.13%	+0.00%	+1.52%	+0.00%	+8.96%	-2.74%	-5.63%	-1.49%	+0.00%
Statewide	All General Admit Students	2,150,012	2,155,288	2,145,546	2,138,357	2,097,963	2,021,426	1,748,998	1,647,655	1,706,536	1,845,371
	Annual Change - #Students		+0.25%	-0.45%	-0.34%	-1.89%	-3.65%	-13.48%	-5.79%	+3.57%	+8.14%
	Course Success Rate By Overall	70%	71%	71%	72%	72%	76%	75%	72%	72%	73%
	Annual Change - %Success		+1.43%	+0.00%	+1.41%	+0.00%	+5.56%	-1.32%	-4.00%	+0.00%	+1.39%

Source: Data Vista: Data View - Single Metric - General Admit Students
https://datavista.cccco.edu/data_views/single_metric_nsa

VVC v State	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Enrollment Growth		+0.44%	+0.51%	-0.04%	-0.79%	+4.13%	-7.66%	+7.15%	+20.09%	+12.96%
Course Success	-6.00%	-5.00%	-5.00%	-5.00%	-5.00%	-3.00%	-4.00%	-5.00%	-6.00%	-7.00%

Comparing VVC to Statewide Rates		10 Years Average	10 Years Pace of Change*	3 Years Average	3 Years Pace of Change*
VVC	All General Admit Students	15,924	-2.16%	16,064	-17.75%
	Annual Change - #Students	+2.57%		+15.37%	
	Course Success Rate By Overall	67.30%		66.33%	
	Annual Change - %Success	+0.41%		-2.38%	
Statewide	All General Admit Students	1,965,715	+2.01%	1,733,187	-2.84%
	Annual Change - #Students	-1.52%		+1.97%	
	Course Success Rate By Overall	72.40%		72.33%	
	Annual Change - %Success	+0.50%		-0.87%	

VVC v State	10yr Avg	3yr Avg
Enrollment Growth	+4.09%	+13.40%
Course Success	-5.10%	-6.00%

**Change in course success rates minus growth rate; differences close to zero represent a neutral pace of change between 2 variables.*

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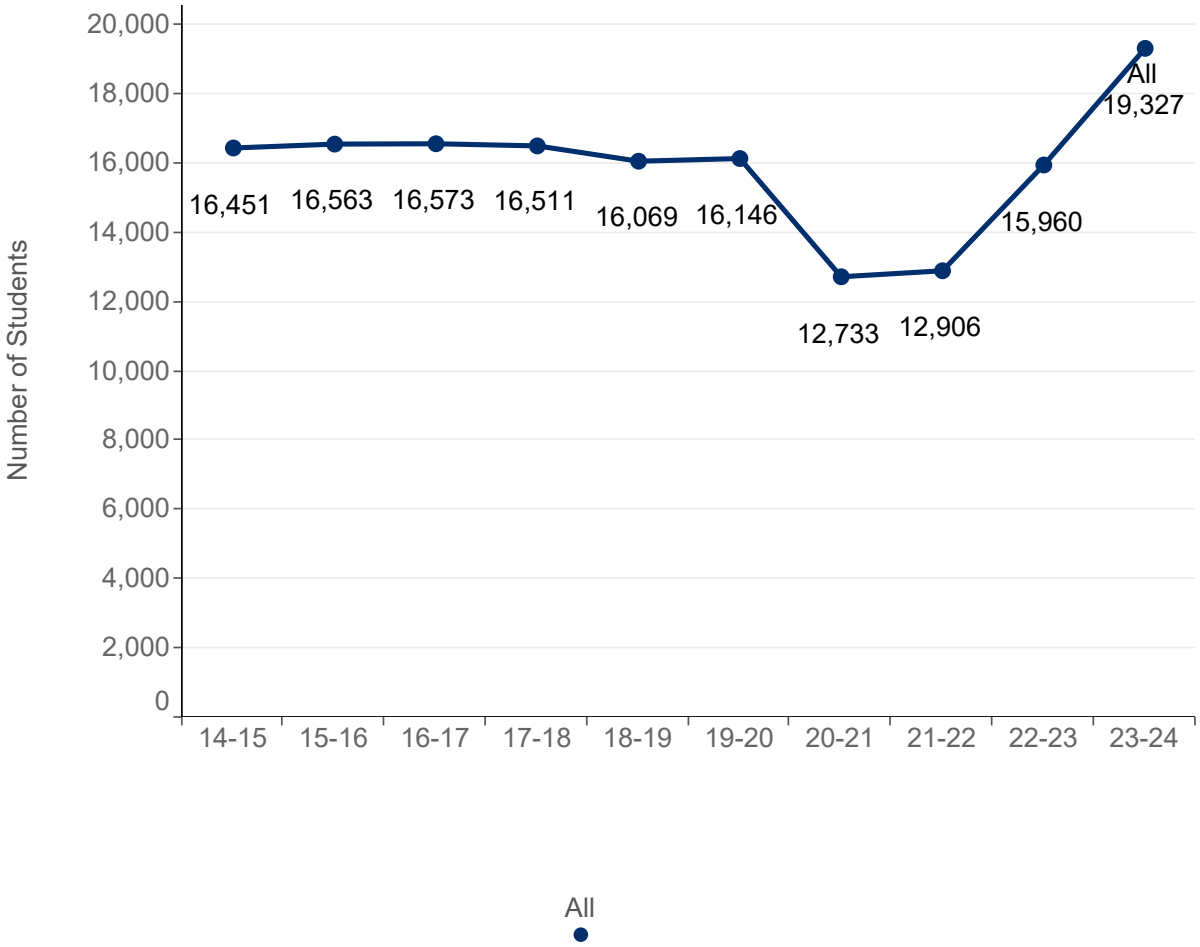
Students by Overall

All General Admit Students in All Programs at Victor Valley College (College)



Technical Definition

Source: Chancellor's Office Management Information System

DATAVISTA
CALIFORNIA COMMUNITY COLLEGES

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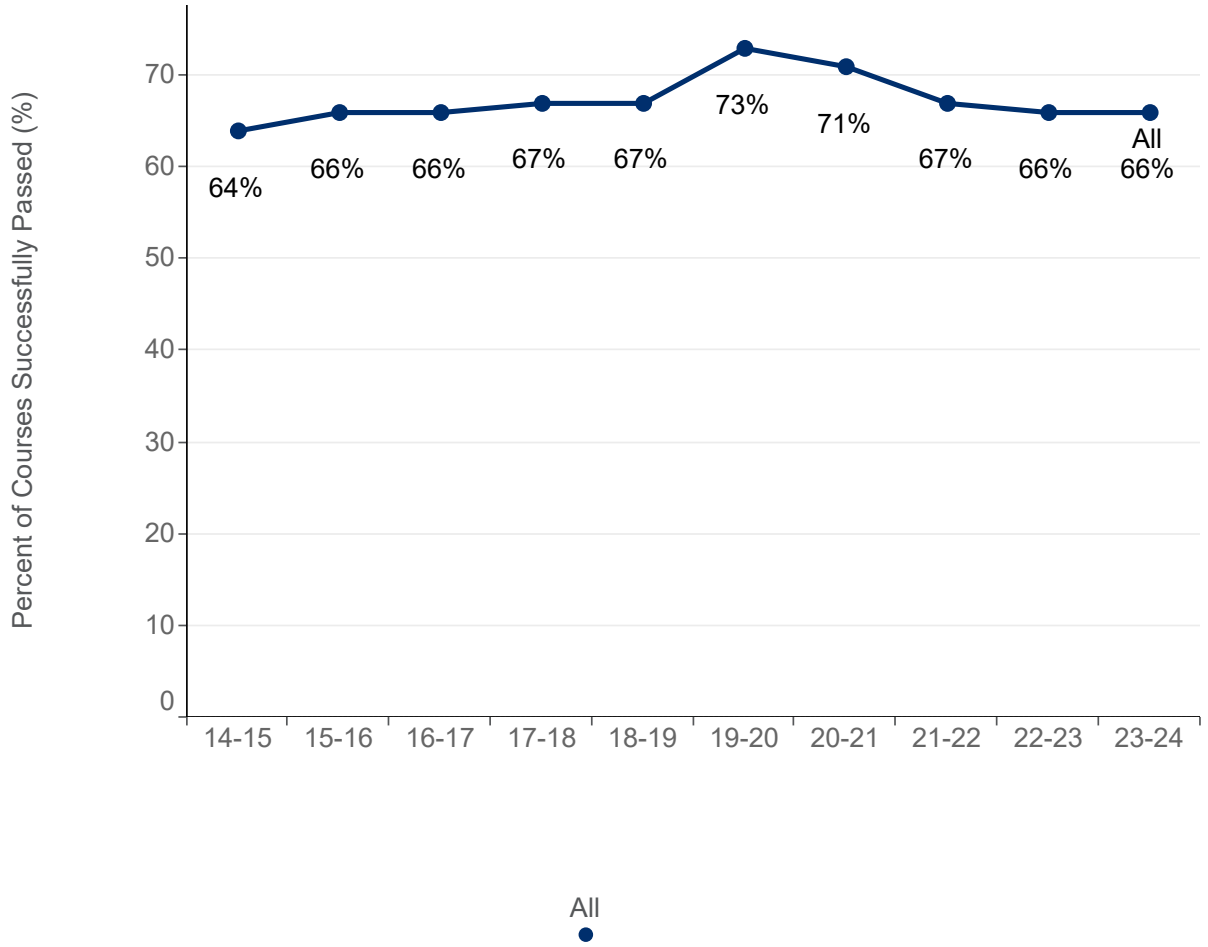
Course Success Rate by Overall

All General Admit Students in All Programs at Victor Valley College (College)



Technical Definition

Source: Chancellor's Office Management Information System

DATAVISTA
CALIFORNIA COMMUNITY COLLEGES

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3D ILO ID & Short Title	3D ILO Domain & Statement	References
ILO-A Engage Responsibly & Flourish	Affective Students **commit** to ethical, inclusive, and sustainable practices; **reflect** on well-being, purpose, relationships, and character; and **act** consistently with these values. *(Krathwohl affective; aligns to Harvard Flourishing domains)*	Krathwohl, 2002 Harvard University, 2025
ILO-C Think Critically & Use Information	Cognitive Students **analyze** problems, **evaluate** evidence, and **synthesize** solutions—locating, appraising, and ethically using information; applying quantitative and digital tools appropriately. *(Bloom's revised cognitive; aligns to ACRL frames)*	Krathwohl, 2002 ACRL, 2016
ILO-P Perform & Create with Tools and Techniques	Psychomotor Students **demonstrate** discipline-appropriate procedures and **produce** artifacts/performances with increasing accuracy, integration of multiple skills, and safe/effective use of technologies. *(Dave/Simpson/Harrow psychomotor)*	Dave, 1969 Harrow, 1975 Huitt, 2003 Simpson, 1966 & 1970
ILO-X Communicate Purposefully & Act with Agency	Cross-cutting Students **communicate** clearly in writing, speech, and media for diverse audiences; they **collaborate** effectively and professionally across contexts. They act in the **best interests of their own success**. *(Supports all three domains; aligns to NACE career readiness*)	All Martin, Thompson, Sugarman, 2012 Smith, Korn, Savage-Stevens, Finsh, Ingate, Lim, 2000

3D ILO ID & Short Title	3D ILO Domain & Statement	References	RELEVANT VVC ILOs					
			Communication	Computation	Creative, Critical and Analytical Thinking	Social and Personal Responsibility	Information Competency	Health and Human Flourishing
ILO-A Engage Responsibly & Flourish	Affective Students **commit** to ethical, inclusive, and sustainable practices; **reflect** on well-being, purpose, relationships, and character; and **act** consistently with these values. *(Krathwohl affective; aligns to Harvard Flourishing domains)*	Krathwohl, 2002 Harvard University, 2025	☑	☐	☐	☑	☐	☑
ILO-C Think Critically & Use Information	Cognitive Students **analyze** problems, **evaluate** evidence, and **synthesize** solutions—locating, appraising, and ethically using information; applying quantitative and digital tools appropriately. *(Bloom's revised cognitive; aligns to ACRL frames)*	Krathwohl, 2002 ACRL, 2016	☑	☑	☑	☐	☑	☐
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3D ILO ID & Short Title	3D ILO Domain & Statement	References	RELEVANT CAREEER READINESS SKILLS (NACE)							
			Career & Self-Development	Communication	Critical Thinking	Equity & Inclusion	Leadership	Professional-ism	Teamwork	Technology
ILO-A Engage Responsibly & Flourish	Affective Students **commit** to ethical, inclusive, and sustainable practices; **reflect** on well-being, purpose, relationships, and character; and **act** consistently with these values. *(Krathwohl affective; aligns to Harvard Flourishing domains)*	Krathwohl, 2002 Harvard University, 2025	☑	☐	☐	☑	☑	☐	☑	☑
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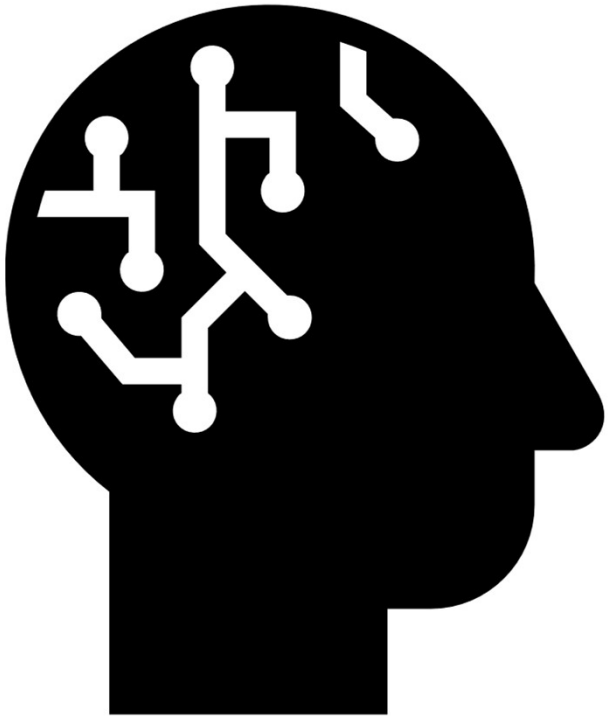
Proposed Future State = Affect Matters

3 Domain Conceptual Model of ILOs
Focus on Affect

How much does affect matter to success in your class?

- Consider an assignment, activity/task, or lesson plan.
- Define levels of performance expected or look at your rubric.
- Isolate the cognitive and psychomotor elements of the performance levels being evaluated.
- Is affect relevant to your performance expectations? Should it be?



How can we apply the 3D model to improving teaching and learning thru student affect?

Student Support (Re)defined SM

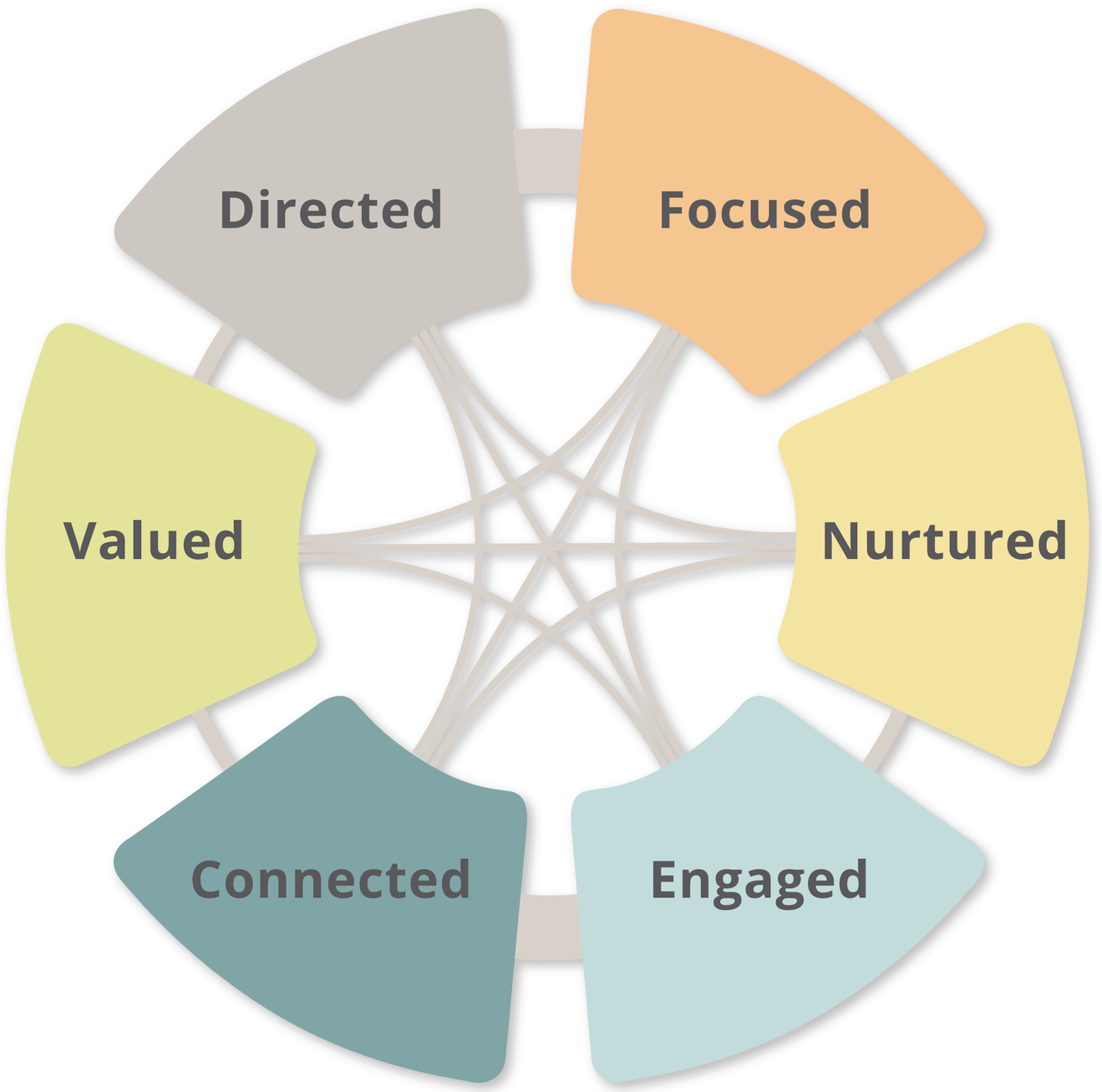
theRPgroup

Equitable
Integrated
Cost Effective

Six Success Factors that Support Student Achievement

Research on community college support indicates that students are more likely to achieve their goals when the Six Success Factors are present.

- **Directed** — students have a goal and know how to achieve it
- **Focused** — students stay on track, keeping their eyes on the prize
- **Nurtured** — students feel somebody wants and helps them to succeed
- **Engaged** — students actively participate in class and extracurriculars
- **Connected** — students feel like they are part of the college community
- **Valued** — students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus, and feel their contributions are appreciated



Six Success Factors SM

theRPgroup

What do 900 California Community College students think about these success factors? For more information, visit http://rpgroup.org/Student-Support

theRPgroup
Research • Planning • Professional Development
for California Community Colleges SM

Activities for Addressing Non-Cognitive Issues

Goal:	Strategy	Description	Types of Affective Issues this May Help Address
Intervention	Select 1	Choose one thing/area/strategy you're going to do to more effectively address affective issues, and commit yourself to following through with just this one thing (e.g. email/call absent students, provide just-in-time remediation, provide more positive feedback on student work, etc.)	Helps teachers follow through and implement strategies Prevents teachers from feeling overwhelmed or defeated.
Early Intervention	Email Check-in	Create an assignment in which students have to submit a 1 word email check-in during week 1 expressing their feelings about class so far.	"Baggage" from previous classes Fear of meeting with prof. (opens comm.) Lack of control over their own learning Lack of metacognitive skills/development
Early Intervention	"fess up"	Ask students at beginning of class to "fess up" if they didn't do their reading/homework. Give them time during class to catch up but conference with each student and ask what prevented them from getting their work done. Then, if appropriate, offer solutions they can use to get work done in the future. If student did read, but didn't feel like they understood so "fessed up", have them join rest of class for remaining time and let them know they are not expected to know everything the first time they read something.	Fear of looking "dumb" amongst peers Pre-conceived notions about college expectations 'World" issues (i.e. work, family obligations) are getting in the way Lack of control over their own learning
Early Intervention	End-of-Class Freewrites	At end of class, pose a reflection question about topics covered in class that day and ask students to freewrite for 3-5 minutes. Form question so students can let you know where they got confused/lost, and also, what ideas they felt were most important/interesting.	Fear of looking "dumb" amongst peers Lack of metacognitive skills/development Lack of control over their own learning
Early Intervention	Review instructional cycle with class	Make visible to students the reading-discussion-collaboration-drafting-revision-reflection process, and highlight how much support they get at each stage of the essay assignment	Uncertainty, anxiety, frustration over "why we're doing this?" / busy work. Concern over nature and pace of coursework. Lack of confidence/support.
Early Intervention	"First-Day Questionnaire" and Introductions	Use questionnaire to ask students primarily about positive things—favorite books/movies/ hobbies) and to share with class "one thing to help us know and remember you by"—but that also asks students about their feelings about writing and their writing ability, placement, reasons for taking accelerated course, and anything they want you as instructor to know.	Lack of strong sense of self and identity in class. Lack of confidence communicating to teacher and classmates
Early Intervention/ Ongoing Communication	"Come Tell Me a Joke"	Ask students to come to teacher's office and tell teacher a joke. If genuinely funny, have students write it down so you can share it with the class at another time.	Fear of instructor and visiting them during office hours. Difficulty talking with/relating to teacher
Early Intervention/ Ongoing Communication/ Class Activities	Show inspiring videos	From Duckworth's "The Significance of Grit," to Mindsetworks' "Embracing Failure," to past students sharing their success and advice, share relevant, informative, inspiring visual texts	Engages, informs, and empowers students.
Early Communication	Welcome Email/ Canvas Announcement before first class	Send students/class an email welcoming them to your class and expressing excitement about meeting them and learning from each other. If students reply by sharing their thoughts and feelings about the class and writing (excitement, concern, anxiety, etc.), acknowledge their feelings and briefly respond with encouragement.	Fear of instructor Difficulty talking with/relating to teacher Pre-conceived notions about college expectations Fosters authority, confidence, and ownership of material
Ongoing Communication	Office Hours	Assignment in which students must visit during office hours a set # of times throughout the semester. At each visit, they must complete a different task (i.e. tell a joke, bring a draft for review, bring a question about a reading or concept from class)	Fear of meeting with prof. (opens comm.) Pre-conceived notions about college expectations 'World" issues (i.e. work, family obligations) are getting in the way Lack of control over their own learning
Ongoing Communication	Essay Reflections	When students submit final essays, have them complete an essay reflection that they then staple to the front of their assignment. As you evaluate essays, review their reflection and see if you notice any trends in the class, or specific items from individuals that you think should be addressed. Then, you can reach out to that student(s) as appropriate.	Fear of meeting with prof. (opens comm.) Pre-conceived notions about college expectations 'World" issues (i.e. work, family obligations) are getting in the way Fear of looking "dumb" amongst peers Lack of metacognitive skills/development Lack of control over their own learning
Reading/Writing Assignments	Reading Strategies	Ask students to complete a specific active reading strategy for every assigned reading. Have them turn these in for credit or check during class for completion. You can ask them to complete a specific strategy, or provide a list for them to choose from. *It is important/suggested they receive these notes the same day, so they can use them during class if needed.	Fear of looking "dumb" amongst peers May alert you to "world" problems Lack of metacognitive skills/development Lack of control over their own learning
Reading/Writing Assignments	Blog Posts	Use your online tools (BB, Canvas) and ask students to respond to weekly blog posts/prompts that encompass all of the readings for that week. They should respond to the prompt and multiple classmates.	Fear of looking "dumb" amongst peers Lack of metacognitive skills/development

Activities for Addressing Non-Cognitive Issues

Goal:	Strategy	Description	Types of Affective Issues this May Help Address
Reading/Writing Assignments	"Read for Greed"	A peer review activity, "Read for Greeds" ask students to look only for things their peers have done well in their paper (suggest you ask them to find 3 itmes), and then ask them how they can apply the items someone else did well into their own work.	Reading and writing as solitary vs. social experience Students focus on learning more than the grade. Fosters authority, confidence, ownership and control over the material.
Class Activities	"Speed Drill"	Provide students with a worksheet that contains a grid with 3 columns and 3 rows. In column 1, provide questions about the reading. In column 2, students respond to the question, and in column 3, a classmate will respond to the student's response to the question. Time each question (2-3 minutes), then trade with a neighbor. After all are completed, give students a chance to read responses and add additional notes. As a class, discuss the questions.	Fear of looking "dumb" amongst peers Pre-conceived notions about college expectations
Class Activities	Poster Sessions	Provide the students with a list of discussion questions or key terms/ideas. In small groups, students create a poster explaining the terms or answering an assigned question. Students should be encouraged to use images, charts, and graphs, as well as to include a key quote from the text. The students will then present the poster to the class.	Fear of looking "dumb" amongst peers Pre-conceived notions about college expectations Lack of control over their own learning
Class Activities	Speed Dating	Provide the students with a list of discussion questions. These questions should take fewer then two minutes to address. Line the students up in two rows that face one another, thus pairing them with the student sitting directly across the way. Assign a question, and allow the students two minutes to verbally answer the question with one another. At the end of two minutes, ask one line of students to move to the left, thus giving each student a new conversation partner.	Fear of looking "dumb" amongst peers Pre-conceived notions about college expectations Lack of control over their own learning
Class Activities	Debates	Split the class into two groups. Give the students a debatable topic, and then assign each group either to argue for or against the topic. Students should prepare a main idea and be ready to argue at least two points, using examples for support. Students should also ready themselves to respond to rebuttals and counterarguments. Allow ten to fifteen minutes for prep time. Each group should then take turns to present ideas one at a time. Following that, the opposing side can present counterarguments. Allow time for rebuttal and refutation.	Fear of looking "dumb" amongst peers Pre-conceived notions about college expectations Lack of control over their own learning
Class Activities	Think-pair-share	Give students a thinking activity to do by themselves, such as answering a question or defining a term. Then, group them in pairs to discuss their responses. After giving students a few minutes to talk in pairs, call on a few students to share their insights with the class as a whole.	Fear of looking "dumb" amongst peers Pre-conceived notions about college expectations Lack of control over their own learning
Class Activities	Read/Think Alouds	In pairs, students read a portion of the text to each other, asking questions, and chiming in with ideas and connections made. They should also explain their thought process as they read. You may need to provide a demonstration at first.	Fear of looking "dumb" amongst peers Pre-conceived notions about college expectations Lack of metacognitive skills/development Lack of control over their own learning
Class Activities	Write Letters of Advice	At the end of the semester, students write letters of advice to future students. The prompt is the following: What do you wish you had known before you began this course? What advice can you give future students? What should they do to be successful?	Lack of metacognitive skills development
Class Activities	Read Letters of Advice	Students read letters written by last semester's students. The letters should contain useful advice designed to help students succeed in class. After reading the letters, ask students to share out advice they think will be helpful.	Lack of control over their own learning, preconceived notions about college expectations.
Written Feedback	Rubric	Devlop a rubric for formal written assignments to use as a checklist and easy way for students to understand why they received their grade. Allows for consistency in grading and a means for students to revise their work.	Lack of metacognitive skills/development Pre-conceived notions about college expectations Lack of control over their own learning
Written Feedback	3+/2-	On each page of a student's formal assignment, annotate 3 things you appreciate (i.e. Good transition! I like how you tried to incorporate summary here! Great use of quote!), and no more than 2 things that need improvement (i.e. make sure you include a strong topic sentence in every body paragraph, be careful of run on sentences).	Lack of metacognitive skills/development Pre-conceived notions about college expectations Lack of control over their own learning

Victor Valley College – Music Department

Applied Music Jury Assessment

Student Name		Instrument/Voice	
Semester/Year		Instructor	

Repertoire: _____

Scales/Fundamentals: _____

Rating Scale: 5 = Excellent 4 = Good 3 = Satisfactory 2 = Needs Improvement 1 = Unsatisfactory

Category	5	4	3	2	1	Score
Tone Quality	Consistently characteristic, focused, resonant, controlled.	Strong tone; minor inconsistencies	Acceptable tone; uneven at times.	Frequently unfocused or forced.	Poor/ uncontrolled; not characteristic.	
Intonation	Consistently accurate; adjusts immediately.	Mostly in tune; minor lapses.	Noticeable issues; basic center maintained.	Frequent problems; limited correction.	Persistent issues disrupt performance.	
Rhythm & Tempo	Precise rhythm; steady pulse; secure subdivisions.	Minor slips; pulse mostly steady.	Basic accuracy; some instability.	Frequent errors; uneven tempo.	Cannot maintain tempo or correct rhythms.	
Technique	Clean, fluent, and accurate in technical passages.	Solid technique; small slips.	Adequate; difficulty in harder passages.	Limited control; frequent mistakes.	Insufficient for assigned repertoire.	
Articulation & Style	Consistently clear and stylistically appropriate.	Generally appropriate; minor inconsistencies	Basic style awareness; some mismatches.	Limited/inconsistent stylistic execution.	Little/no awareness of style.	
Musical Interpretation	Expressive, mature, convincing phrasing/ dynamics.	Good intent; developing nuance.	Some expression; limited depth.	Minimal shaping; weak phrasing/ dynamics.	No meaningful interpretation evident.	
Preparation & Stage Presence	Fully prepared; confident; professional presence.	Well prepared; minor hesitations.	Adequate preparation; lacks polish.	Underprepared; noticeable breakdowns.	Unprepared for jury requirements.	

Total Points/35: _____ Average: _____

Victor Valley College – Music Department

Applied Music Jury Assessment

Student Learning Outcomes (SLO) Assessment

SLO 1: Demonstrate improvement of solo performance skills required for transfer as music majors and/or for professional music fields.

☐ Exceeds ☐ Meets ☐ Partially Meets ☐ Does Not Meet

SLO 2: Demonstrate competence in technique studies, scales and technical exercises appropriate to the level of study.

☐ Exceeds ☐ Meets ☐ Partially Meets ☐ Does Not Meet

SLO 3: Demonstrate the ability to synthesize careful musical analysis and competent technique into creative and expressive public performance as a soloist in concert, recital and jury.

☐ Exceeds ☐ Meets ☐ Partially Meets ☐ Does Not Meet

Juror Comments:

Juror Signature: _____

Dr. Joshua Phillips
VVC Music

Student Learning Outcomes as Process, Not Just Product

Purpose of This Handout

This handout demonstrates how a discipline-specific assessment model can be adapted across campus. While the original model comes from applied music study, the structure emphasizes transferable learning processes that support student success well beyond a single course or semester.

Reframing Student Learning Outcomes

Student Learning Outcomes identify the destination of learning. Effective assessment, however, focuses on the process students use to reach that destination. This framework prioritizes growth, preparation, application, reflection, and professionalism as skills developed over time rather than one-time demonstrations tied to a single semester.

Why This Assessment Model Transfers Across Disciplines

This model is adaptable across disciplines because it evaluates authentic student work using clear criteria aligned with outcomes. It describes learning along a developmental continuum, balances quantitative scores with qualitative feedback, and supports continuous improvement at both the course and program levels.

Music Category	Cross-Disciplinary Equivalent
Tone Quality	Clarity, accuracy, or precision of work
Intonation	Conceptual correctness or alignment with standards
Rhythm and Tempo	Consistency, pacing, or logical flow
Technique	Use of discipline-specific tools or methods
Articulation and Style	Discipline-appropriate conventions
Interpretation	Critical thinking, synthesis, originality
Preparation and Presence	Professionalism, readiness, engagement

Core Principles of Process-Based Assessment

• Outcomes reflect long-term skill development rather than isolated content mastery.
• Assessment criteria measure how students prepare, apply skills, and demonstrate understanding.
• Rubrics describe growth along a continuum rather than simple pass/fail judgments.
• Faculty feedback is actionable, transparent, and equity-minded.

Student Learning Outcomes define the destination. Process-based assessment makes the journey visible...capturing how students prepare, apply knowledge, reflect, and grow over time.

6 STEPS TO FIRST YEAR SUCCESS

1 Outreach & Recruitment

1. What can VVC do for you? - Video
2. High School and Community Engagement
3. Explore academic pathways/ utilize pathway maps
4. Connect with your Engagement Center
5. Explore support programs and resources

2 Onboarding

1. Apply to VVC
2. Apply to Financial Aid
3. Complete Placement Survey from the Welcome email
4. Complete New Student Orientation
5. Complete Career Coach (optional)
6. Meet with Counselor to complete Ed Plan

3 Course Registration

1. Determine your registration date
2. Register for Classes
3. Review and learn financial aid award letter to maximize award
4. Pay for registration fees
5. Purchase parking permit
6. Receive VVC ID/ASB card

4 Get what you need to succeed

1. Download VVC Mobile App
2. Reconnect with your Engagement Center
3. Explore support programs and resources

5 First Semester Success

1. Complete at least one major core class
2. Complete English and/or Math course
3. Check in with your Engagement Center to receive academic support
4. Celebrate students completing their first semester (some type of celebration)

6 Second Semester Success

1. Complete at least one major core class
2. Complete 24-30 units by the end of your first year
3. Check in with your Engagement Center to receive academic support
4. Explore support programs and resources
5. Celebrate students completing their first year
6. Prepare for transfer/ visit transfer center

Journey Map Components

Stage	Outreach & Recruitment	Onboarding	Course Registration	Get what you need to succeed	First Semester Success	Second Semester Success
Student Actions	1. What can VVC do for you? - Video 2. High School and Community Engagement 3. Explore academic pathways/ utilize pathway maps 4. Connect with your Engagement Center 5. Explore support programs and resources	1. Apply to VVC 2. Apply to Financial Aid 3. Complete Placement Survey from the Welcome email 4. Complete New Student Orientation 5. Complete Career Coach (optional) 6. Meet with Counselor to complete Ed Plan	1. Determine your registration date 2. Register for Classes 3. Review and learn financial aid award letter to maximize award 4. Pay for registration fees 5. Purchase parking permit 6. Receive VVC ID/ASB card	1. Download VVC Mobile App 2. Reconnect with your Engagement Center 3. Explore support programs and resources	1. Complete at least one major core class 2. Complete English and/or Math course 3. Check in with your Engagement Center to receive academic support 4. Celebrate students completing their first semester (some type of celebration)	1. Complete at least one major core class 2. Complete 24-30 units by the end of your first year 3. Check in with your Engagement Center to receive academic support 4. Explore support programs and resources 5. Celebrate students completing their first year 6. Prepare for transfer/ visit transfer center
Pain Points						
Areas of Ownership	Outreach, Admissions and Records, Matriculation, Bridge Counselors, Engagement Centers	Outreach, Admissions and Records, Matriculation, Bridge Counselors, Engagement Centers, Counseling	Counseling, financial aid, admissions and records, cashier's office, engagement centers, bridge counselors	Engagement Centers, categorical support programs, outreach	Counseling, engagement Centers, categorical support programs, tutoring and academic support	Counseling, engagement Centers, categorical support programs, tutoring and academic support
Opportunities for Improvement						
Action Items						

Feedback

Lots to Digest: 3D Model, 6 Success Factors, 6 Steps to Success

Assessment Sandbox Interest Form

VVC Data Coaching Resources page