

Coastline Community College  
Xiang Jiang High School  
United States College Compass  
Education Bound United States  
(EBUS)

An International Partnership Program  
For  
Chinese High School Students Earning College Credit to  
Transition and Transfer to  
American Community Colleges and Universities

THREE YEAR PLAN

2012 -2015

Prepared by  
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With summary from Planning Meeting held at Xiang Jiang High  
School March 15-16, 2012

## I. INTRODUCTION

Coastline Community College is a college that prides itself on its innovative programs, creative technology, and openness to serving a unique student population, both locally and through distance learning. Coastline's extensive experience serving students in the military, incarcerated students, acquired brain injury students, at-risk high school students, and other special needs students, has provided it with the expertise to meet the needs of students both local and abroad, through a range of courses under contract education.

With Gate's Foundation's grant funding, Coastline partnered with Newport Mesa Unified School District and developed the Early College High School several years ago. Coastline's Early College High School has enjoyed tremendous success, earning the title of California Distinguished School. The Early College High School model, which offers college credit programs to high school students, provides a seamless pathway into college and the successful completion of baccalaureate degrees for many high school students. Coastline has developed a program called Education Bound United States (EBUS), which models the Early College High School program in China.

Partnering with a US College Compass (USCC), Coastline launched its first EBUS program at Xiang Jiang High School, (XJHS) a new high school developed with funding from the Xiang Jiang Investment Group and with the official approval of the Guangzhou Ministry of Education in the suburbs of Guangzhou, China. Coastline's EBUS program offers college credit courses for high school students through XJHS. The school recruited for and began its first classes for junior and senior high school students in the fall of 2009. High school students have enrolled in the EBUS program with the specific goal of going to college abroad before or upon completion of high school.

Because of its newness, the school has been less selective until a minimum quota is achieved in accordance with admission criteria set by the Ministry of Education. The school is also not ranked by high school entrance exam scores. Students are admitted with a wide range of levels of academic aptitudes and English. Once the school achieves a ranking status and/or meets a minimum quota of students, it can admit students based on minimum admission standards. Until then, all students who apply will be admitted.

XJHS students enroll in regular Chinese high school classes required for a Chinese high school diploma while taking college credit courses offered by Coastline. Students must go through an initial assessment to determine their English level and are placed in a Coastline English as a Foreign Language (EFL) class beginning in the first semester of their Senior 1 (first year of high school)

year. Students may be able to start enrolling in degree-applicable and transferable courses as early as the second semester if they meet the minimum qualifications set by Coastline.

The program has expanded over the past three years with enrollment increasing from 25 during the first year to 105 in the current academic year. Students' academic levels have also improved, with higher English assessment levels and high school entrance exam scores. The first graduation class arrived in the United States in January 2012, where students are currently studying at Coastline and other community colleges.

The partnership of a Chinese high school with a US college, combined with an intermediary organization, brings new opportunities for students and faculty to learn about differences in culture, educational systems, pedagogy, and so on. To enhance the experience for faculty and students, a bilingual and bicultural consultant was brought on board to assess the program and recommend improvements to it.

Following the consultant's report, the college diligently followed up on a number of recommendations, including conducting a three-year strategic planning meeting with all of the EBUS partners. Dr. Ding-Jo Currie, Coastline's past president, who is bilingual and bicultural and a founder of the EBUS program, facilitated the three-year strategic planning meeting. The meeting took place on March 15-16, 2012 at XJHS with all partners present. The following individuals were present at the two-day planning meeting:

**Coastline Community College (CCC):**

Joycelyn Groot – Project Administrator, Dean of Contract Education  
Betty Disney – Instructional Coordinator

**Xiang Jiang High School (XJHS)**

Jing Hue Chen – Principle  
Guang Yao Lee – Principle  
Avie Huang – Vice Principal of Instruction  
Elaine He – Dean of International Education Center

**U.S. College Compass (USCC)**

Felicia Jao – President  
Jessica Zhou – Project Representative

The goal of the strategic planning meeting was to review EBUS' strengths and experiences over the past three years and to chart a course for the next three years. The partners worked together to shape a common vision and discussed all areas important to the program and student success.

The following strategic plan is the summary and culmination of the two-day, three-year planning meeting. All partners agreed on each aspect of the vision, goals, and action plan.

## **II. VISION FOR SUCCESS**

The vision for the success of the EBUS program at XJHS is defined by the following:

- Increased Enrollment for Coastline Community College (CCC) EBUS
- High student persistence and the retention of EBUS students
- Successful transfer of EBUS students to a university
- EBUS students' success in their university studies
- Effective and efficient EBUS operations at XJHS
- Students recognize and validate the value and success of EBUS program.

## **III. PROGRAM STRENGTHS**

The EBUS program will continue to build on the strengths of its partners listed below:

- a. Perseverance  
EBUS partners remain strong and determined to see the program work through each and every problem and challenge, seeing perseverance as the key to sustainability and success.
- b. Commitment  
Each partner has committed to making positive change and remains flexible in making plans for the future.
- c. Innovation  
All partners recognize and pride themselves on having a ground-breaking program that embraces innovation.
- d. Quality Programs  
Coastline and XJHS strive for excellence in programming, content, and delivery.
- e. Experience. The wisdom and insights gained from the past is an asset for the future.
- f. Parents' confidence  
Parents' belief and confidence in the program, especially after enrollment, is strength.
- g. Student-centered decisions. All programming decisions place students' interests at the center.

## IV. THREE YEAR GOALS

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### 1. Increase student enrollment

The table below indicates the enrollment goals for the next three years. For a variety of reasons, such as relocation, parents' finances, and students going abroad before completing high school, it is estimated that approximately 10% of students may not continue from one year to the next. The retention rate of 100% is achieved by replacing all departing students for each class.

	2012/2013	2013/2014	2014/2015
New Students	60+	120+	120+

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### 2. Increase persistence and retention rates

All partners will devote more attention to helping retain students after enrollment. For a variety of reasons, such as relocation, parents' finances, students going abroad before completing high school, it is estimated that approximately 10% of students may not continue from one year to the next. The retention rate of 100% is achieved by replacing all departing students for each class.

	2012/2013	2013/2014	2014/2015
Persistence	90%	90%	90%
Retention	100%	100%	100%

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### 3. Achieve successful transfers to universities

Ten students are currently attending Coastline, Orange Coast College, and Pasadena College in the United States. We expect five students in 2013 and eight students in 2014 to transfer.

	2012/2013	2013/2014	2014/2015
University Transfers	0	5	8

#### 4. Establish and implement three-year curriculum plan

A three-year rolling curriculum for newly enrolled students is shown below for the next three years. This plan is designed under the current student enrollment numbers to maximize the availability of full-time faculty. When the student enrollment is stabilized to support a full-time teacher for each class, a different curriculum may be adopted.

XJHS did not agree to Coastline’s summer counseling course as the ideal course to take. Because of the brevity of the 5-week summer session, XJHS will provide English classes instead to help students improve and maintain their English proficiency skills. In addition, XJHS will offer students a short summer college tour in the US. CCC recommended a summer experience and included a college course

	Senior1 (FALL 2011)	Senior 1 (FALL2012)	Senior 1 (FALL 2013)	Senior 1 (FALL 2014)	Senior1 (FALL2015)
Fall 2011	ESL Only				
Spring 2012	Math (Pre-Calculus)				
Summer 2012	English Classes & US Summer Tours provided by XJHS				
Fall 2012	Arts (e.g. Music)	ESL Only			
Spring 2013	Biology Science (e.g. Biology)	Biology Science (e.g. Biology)			
Summer 2013	English classes & US Summer Tours	English Classes & US Summer Tours			

	provided by XJHS	provided by XJHS			
Fall 2013	Social Sciences (e.g. Geography)  (e.g. Econ.)	Social Science (e.g. Geography)	ESL Only		
Spring 2014	Physical Science (e.g. Physics)  Behavior Science (e.g. Psychology)	Physical Science (e.g. Physics)	Physical Science (e.g. Physics)		
Summer 2014		English Classes & US Summer Tours provided by XJHS	English Classes & US Summer Tours provided by XJHS		
Fall 2014		Math (e.g. calculus) Arts (e.g. Music)	Math (e.g. calculus)	ESL Only	
Spring 2015		Social Science (e.g. Econ.)  Behavior Science (e.g. Psychology)	Behavior Science (e.g. Psychology)	Behavior Science (e.g. Psychology)	
Summer 2015			English Classes & US Summer	English Classes & US Summer	

			Tours provided by XJHS	Tours provided by XJHS	
Fall 2015			Biology Science (e.g. Biology)  Arts (e.g. Music)	Biology Science (e.g. Biology)	ESL Only
Spring 2016			Social Sciences (e.g. geography)  (e.g. econ)	Social Science (e.g. geography)	Social Science (e.g. geography)
Summer 2016				English Classes & US Summer Tours provided by XJHS	English Classes & US Summer Tours provided by XJHS
FALL 2016				Math (e.g. calculus)  Arts (e.g. Music)	Math (e.g. calculus)
Spring 2017				Physical Science (e.g. Physics)  Social Science (e.g. Econ.)	Physical Science (e.g. Physics)

Summer 2017					English Classes & US Summer Tours provided by XJHS
Fall 2017					Social Science (e.g. Econ.)  Arts (e.g. Music)
Spring 2018					Behavioral Science (e.g. Psychology)  Biology Science (e.g. Biology)

## Curriculum Fulfilling IGETC Requirements.

XJHS students who meet EBUS enrollment eligibility and who follow the above curriculum plan can complete up to 23 units of required IGETC general education transfer courses in the following required IGETC areas:

Area 1 English	Area 2 Math	Area 3 Arts & Humanities	Area 4 Social & Behavioral Science	Area 5 Physical & Behavioral Science	Area 6 Language & Other Languages
Two courses	one course	three courses	three courses	two courses (one with a lab)	High School language other than English
0% Complete	100% Complete	33% Complete	100% Completion of requirements	85% Completion of requirements	100% Completion of requirements with XJHS Diploma

## 5. Improve instructional programs & operations

### EFL Hours of Instruction

It appears that there have been concerns over the effectiveness of Coastline's English as a Second Language class instruction. Coastline's new EFL coordinator will revise the English curriculum to be more in line with the needs of Chinese high school students learning English as a foreign language rather than as a second language while in China.

A total of 4–6 hours per week of EFL instruction, depending on students' class schedules, will be provided for Senior 2 and 3 students who are enrolled in Advanced Placement (AP) or CCC credit classes. . Those students who do not meet eligibility for AP or CCC credit classes (based on a TOEFL 80 iBT for AP and 45 iBT for CCC) will receive 10 or more hours per week of EFL instruction. Senior 1 students will receive a total of 10 hours per week of EFL instruction. Although CCC recommended 12 hours per week of ESL the above was agreed upon until further ESL consultation was completed.

### Student Learning Outcomes

A central challenge of the program is assessing the progress of students in English and defining learning outcomes for students from admission to the completion of each semester. Although the current students are progressing in

English, we have not identified a satisfactory measurement of demonstrable progress and the achievement of learning goals.

A common universal assessment tool, the Test of English as Foreign Language (TOEFL) will be utilized to assess students' English level at admission and at benchmark points, such as at the end of the first semester and the end of the school year. XJHS requested that 60% of the students achieve a TOEFL score of 60 at the end of the Senior 1 year and that 60% of the students achieve a TOEFL score of 80 at the end of Senior 2 year. This presents some challenge due to the fact that students come in with varying levels of English ability. It is not possible to determine the expected TOEFL due to students' wide range of levels of English aptitude at admission. Therefore, CCC and XJHS will consult EFL experts and jointly agree on a reasonable level of progress for each semester and the two- and three-year mark for CCC's EFL classes.

It was decided that EFL grades should be in both a letter grade and percentage format so that XJHS can transfer those grades into an XJHS transcript. Student progress in EFL classes will be reported to XJHS and CCC by the third week of class, at mid-semester, and at the end of the semester.

**FALL 2012 Credit Class Offerings**

For fall 2012, two sections of one class will be taught onsite at XJHS by a Coastline faculty member and delivered at XJHS. The other section of the class will be taught online, and CCC will identify an online course by April 6. XJHS will also determine student enrollment and classes by April 6 for fall classes. The deadline for class sign-ups is set for May 30, 2012 for fall classes.

Class Offerings			
	2012/2013	2013/2014	2014/2015
Face to Face Senior 2 & 3	2 sections of one class for fall and spring	2 classes or more	2 classes or more
Distance Learning Senior 3	(30 students each) 1 section of distance learning for fall and spring	TBD	TBD

## **Class Selections and Cancellations**

XJHS will determine the number of sections for classes 120 days before the class start date. Written cancellation by XJHS is required 90 days prior to the class start date in order not to be charged for the class. Cancellation notice given less than 90 days and more than 30 days from the class start date will be subject to a cancellation fee for a partial Instructional cost stated in the Memorandum of Understanding. (MOU) s. XJHS cannot cancel classes less than 30 days from the class start date. If a class is canceled by XJHS, full instructional and administrative costs will be charged to XJHS and must be paid to CCC. The Assistant Principal of XJHS is responsible for class schedules and all academic issues. Communication regarding class selections and cancellations shall come from or be directed to this office.

## **Class Delivery Modality**

Effective fall 2013, all EFL and college credit classes will be delivered on site by CCC faculty. . It was agreed that online delivery is not optimal and will be avoided in all circumstances unless mutually agreed upon.

## **EFL Instruction**

Because CCC is revising its EFL curriculum for fall 2012, CCC and XJHS will evaluate the program near the end of school year to determine if CCC should continue to offer an EFL program. Coastline may discontinue delivering an EFL program if it is determined that the expectations of the XJHS administration exceed expectations set forth by Coastline. Only CCC administrators can conduct evaluation of CCC instruction and faculty.

## **FACULTY**

### **Faculty Hiring/Selection Process/Timeline**

Coastline is responsible for the hiring of EBUS faculty. Coastline secures faculty contracts once the 90 day deadline for class cancellation has passed.

Faculty Orientation and Professional Development  
 Coastline and XJHS shall together develop a timeline to create orientation and professional development training materials. Below is a list of topics to include.

Coastline Faculty

TOPIC	WHO	WHEN
EBUS	Coastline Admin	Prior to hiring
XJHS	XJHS Admin	Prior to hiring
Teaching Loads/terms/expectation	Coastline Admin	Prior to hiring
Living Conditions/standards/expectation	Coastline Admin	Prior to hiring
CCC Academic Policies	Coastline Admin	Prior to teaching
Teaching Chinese students	Coastline/XJHS	Prior to teaching
Cultural Orientation	Coastline/XJHS	Prior to teaching
Administrative Protocol	Coastline Admin	Prior to teaching
Teaching In-Service	Professional Experts	during teaching

Xiang Jiang Faculty

TOPIC	WHO	WHEN
EBUS	Coastline /XJHS Admin	Prior to hiring
Teaching Loads/terms/expectation	XJHS Admin	Prior to hiring
CCC Academic Policies	Coastline /XJHS Admin	Prior to teaching
American Higher Education College Standards	Coastline	Prior to teaching
Cultural Orientation	Coastline	Prior to teaching
Administrative Protocol	Coastline /XJHS Admin	Prior to teaching
Teaching In-Service	Professional Experts (CSUF)	Prior or during teaching

## Faculty Oversight and Evaluation

The Dean of Instruction for the EBUS program, the ESL Department Chair, and the CCC Onsite Coordinator have conducted faculty oversight and evaluation on a regular basis. Because of the absence of a CCC Onsite Coordinator, XJHS now communicates directly with the CCC faculty on a variety of issues, including changes in class schedules, extra assignments, evaluations, and so on. However, CCC faculty oversight and evaluation remain strictly under the purview and responsibility of the CCC administration. Any additional assignments, change of schedules, and especially evaluations by students or administrators, must be conducted by CCC administrators, without exception. The following chart outlines the separation of oversight and evaluations for all faculty and programs.

Areas	CCC	XJHS	USCC	Timeline
Coastline Faculty Hiring/Oversight	X			Annual Ongoing
Coastline Faculty Class and additional duty assignments	X			Semester
Coastline Faculty Evaluations by Student	X			Semester
Coastline Faculty Classroom Evaluation	X			Semester/ Annual
XJHS Faculty Hiring/Oversight		X		Semester/Annual
XJHS Faculty Evaluation by students		X		Semester/Annual
XJHS Faculty Classroom Evaluation		X		Semester/Annual
Program/Partners Evaluation	X	X	X	Annual
Operational Oversight	X	X		ongoing
Site Coordinator/ Hiring Evaluation	X			Semester /annual

## Faculty Housing & Travel

Faculty housing is an area that has lacked clarity and has caused unnecessary confusion and frustration. CCC, XJHS, and USCC have jointly developed housing arrangement standards to be included as an addendum to the MOU to avoid future confusion.

During semester break and holidays, faculty should return their apartment keys to the CCC Onsite Coordinator or the Dean of the International Educational Exchange Center, if the Onsite Coordinator is not available. XJHS will establish exit/departure procedures that will be included in the Faculty Handbook. Faculty will be responsible for taking their valuables when leaving their keys.

CCC will coordinate faculty travel. Faculty shall arrive approximately two weeks prior to the start of fall classes. For example, the fall 2012 classes start on August 27, and faculty shall arrive on site no later than August 14. Coastline will invoice for the cost of travel through the contract education agreement.

## **6. Improve Student Services Function**

### **Student Orientation**

All partners will jointly develop a consistent student orientation program for fall 2012. Students will receive an orientation presented by the CCC Onsite Coordinator or a designee to review information in the student handbook, CCC EBUS information, class expectations, discipline, program overview, and so on. XJHS will also provide an orientation to review its high school policies and other pertinent program information.

### **Student Discipline**

CCC and XJHS will collaborate on student disciplinary action and communicate promptly regarding any potential student issues. Students who are disruptive in class should be sent to the Assistant Principal of XJHS. According to XJHS' school policy, the consequence for the first infraction is a warning. The second infraction will require a signed statement from the parents pledging their cooperation in discipline. The third infraction may result in the student being expelled from school.

### **Student Internet Usage**

XJHS regulates the hours and location of Internet usage for students. However, students who are enrolled in college credit courses, especially those who are enrolled in distance learning, require additional Internet time for homework and research. Senior 1 students will now have 2 hours per day of Internet access during their scheduled homework time in a supervised classroom with Internet access. Students taking college-credit classes will have a minimum of 3 hours per day of Internet access. Students will not have Internet access in their dorms although this is a recommendation of Coastline.

## **Student Admissions for Online courses**

Student success in online courses requires a high level of independence and English proficiency. It was decided that admissions requirements for online courses this coming fall and spring shall be as follows:

- 71% or higher on ACT
- Successful completion of either a University of California Irvine UCI online AP course or a CCC on site college-credit course

## **Transfer to US Colleges/Universities**

CCC will work with XJHS to assist students in transitioning and transferring to US colleges and universities. The Dean of the International Educational Exchange Center of XJHS will be responsible for helping students to prepare all necessary documents for the visa, college admissions, student records, and travel. Students may select a fee-based service upon arriving in the United States. If a fee-based service is not secured, the student is responsible for his/her own arrival arrangements for transportation, housing, and so on.

## **7. Improve partnership effectiveness and efficiency Communication**

The three-way partnership has generally worked well over the past three years. However, cultural, language, and distance barriers have presented challenges to communication. USCC has served as the intermediary agent between CCC and XJHS in communications and coordination. To further improve the effectiveness and efficiency of the three-way communication, partners recently established the following guidelines for communication to gain efficiency and avoid misunderstanding.

- a. CCC and XJHS will communicate directly with each other regarding EBUS program design, curriculum plans, instructional and operational matters, and student related concerns.
- b. CCC will communicate directly with USCC regarding educational service charges according to the joint curriculum and services agreed upon by all parties.
- c. USCC will communicate directly with XJHS regarding negotiated costs involved between the two partners.
- d. CCC and USCC will both establish baseline management costs.
- e. XJHS requested that a cost menu be developed so that XJHS can plan programs, classes, and services and budget accordingly.

## **Responsibilities**

In the absence of the CCC-EBUS Onsite Coordinator, partner responsibilities have been blurred at times. Out of necessity, each partner has picked up areas that should be the domain of the Onsite Coordinator. While it has been helpful for filling gaps, this temporary arrangement has created ambiguity regarding which area each partner is responsible for and who is accountable for what. CCC and XJHS have both expressed the desire to formulate a three-way partnership agreement that outlines the responsibilities of each partner to provide more accountability and transparency. CCC and USCC will separately negotiate costs and contractual fees. Likewise, USCC will negotiate its own management and service fees with XJHS separately. The new three-partner agreement will be drafted with the cooperation and consultation of all partners involved.

## **Planning Process**

Because of the newness of the EBUS program, many changes and revisions have occurred along the way. At times, changes have been made under a tight timeline and without the consultation and knowledge of all partners involved. Some of the changes made have caused unintended consequences and added frustrations because not all of the partners are aware of the changes.

It is critical that whenever CCC or XJHS needs to make changes to any program, curriculum, classes, schedules, assignments that could impact other programs, faculty, staff, technology, or facilities, that they consult the other partner and include the partner in the decision-making and planning process to eliminate negative impact and last-minute crisis management. It is requested that the CCC Onsite Coordinator or the designee be included in XJHS' regular administrative meetings when discussing program issues, planning, and changes. The following list contains examples of items that require joint consultation of CCC and XJHS before decision-making or any implementation is made:

- a. Recruitment information and activities
- b. Assessment
- c. Student enrollment
- d. Academic calendar and class schedules
- e. Educational plans
- f. Program designs and class offerings
- g. Student and parent concerns
- h. Technological interruptions
- i. Facility issues and challenges

## **Mutual Visitations**

It has been beneficial for CCC and XJHS to visit the other partner's site and programs. The partners will continue to conduct these visitations. In order to best leverage time and costs for travel, one visitation by each partner's leaders per year would be sufficient and helpful. With joint advance planning, CCC and XJHS can determine the best time for CCC to make the annual visit to XJHS and vice versa. For 2012/2013, it has been agreed by all partners that CCC visit XJHS in the fall (September 2012), and that XJHS visit CCC in the spring (March, 2013)

## **Develop Comprehensive Marketing Plans & Materials**

While XJHS has served as the lead in recruitment and marketing efforts for the EBUS program to date, CCC must be included in the marketing and material review before publication or announcements are made to students, parents, and the public. All three partners will actively participate and review marketing and recruitment materials to ensure accuracy.

XJHS is engaged in a variety of recruitment activities such as:

1. Local school visits.
2. Information sessions held at XJHS
3. Open house and open classrooms for potential students and parents
4. Free English workshops
5. Press conference
6. Studying abroad information seminars
7. Summer camps to the USA

## **8. Student Success**

The best vision for success is the success of EBUS students. The partners agree that student success can serve as the best evidence for the EBUS program's goal completion for the next three years. Because EBUS is new, with only three years of history, it will require a total of six years to achieve the level of success outlined in the vision and goals; that is, when students have successfully transferred and graduated from US universities. As the quality and quantity of newly enrolled students continue to improve each year, this too is a measure of student success. Some of the indicators of student success are as follows:

- a. Successful transitions from EBUS to CCC or other U.S. community colleges.
- b. Successful transfers of EBUS students from community colleges to US universities.
- c. Successful graduation of EBUS students from universities.
- d. Enhanced student scholastic aptitudes and English levels at admission and graduation.

- e. Improved persistence and retention rates.
- f. Recognition and validation of program value from EBUS graduates.
- g. Testimonials of students' fond memories of the EBUS experience.
- h. The duplication and expansion of the EBUS model.

## **9. Conduct Annual Program Evaluation**

Continuous improvement is key to the program's success. All partners agree that an annual evaluation of all components of the program should be regularly conducted. In addition, student evaluations should be carried out by someone the students trust. A recommendation was made for an outside evaluator. Students may also provide input in the evaluation process. Students' input may be solicited using focus groups or using online survey.

## **10. Annual Calendar**

The parties agree to develop an annual calendar providing action items and deadlines related to all aspects of the program and identifying the responsible parties for those actions.

## **V. CONCLUSION**

All parties agreed that the planning meeting was productive and helpful not only for enhancing knowledge and understanding of one another, but also for clarifying processes and procedures that all partners share. The most important outcome was the establishment of three-year goals and a vision for success of the EBUS program. The Three-Year Plan will be reviewed and renewed each year with a joint planning meeting. Each partner agreed to abide by the plan and follow up with the actions agreed upon and documented in the plan. If any of the partners is considering changes, they will consult the other partners and make no decisions before consulting the partners.

All partners also agreed that trust is an important prerequisite for future success. These shared values, commitment, and vision of success shall serve as the foundation for trust among the partners in the future. Partnering across different cultures, languages, and educational systems remains an ongoing challenge; however, the strengths of the EBUS program highlighted in this plan will sustain our accomplishments and propel the partners to achieve a common vision of success in the coming years.