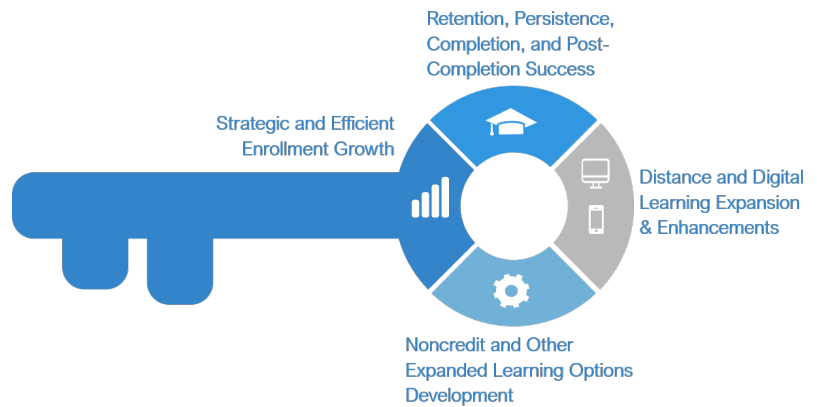# Key Priority Areas

Through synthesizing findings from the environmental scans and themes that emerged from academic department goal-setting, four key priorities were identified (depicted in the diagram to the right). They are:

Retention, Persistence, Completion, and Post-Completion Success

Strategic and Efficient Enrollment Growth

Distance and Digital Learning Expansion & Enhancements

Noncredit and Other Expanded Learning Options Development

▲ Retention, Persistence, Completion, and Post- completion Success

▲ Strategic and Efficient Enrollment Growth

▲ Distance and Digital Learning Expansion and Enhancements

▲ Noncredit and Other Expanded Learning Options Development

Each of these priorties are more fully described in the sections that follow.

Retention, Persistence, Completion, and Post-completion Success

This key priority area is focused on increasing and achieving proportional equity in the number and percentage of students who are retained from their initial interest in VVC, to enrollment, to the time they complete their VVC educational goals. It is also focused on ensuring students succeed in transferring to four-year universities and employment after graduation. And it is focused on decreasing the time it takes for students to achieve these milestones and goals. Achieving these aims will greatly increase student outcomes and VVC's performance on District goals and California Community College's Vision for Success goals while also boosting performance on the Student Success Funding Formula and Strong Workforce Program metrics.

The plan for VVC to increase retention, persistence, completion, and post-completion success is organized into four categories: (1) Strategic Enrollment Management; (2) Student-Centered Scheduling; (3) Student Communication, Engagement, and Support; and (4) Supportive Data and Information Infrastructure. These categories were identified based on themes that emerged from scanning internal data and planning discussions with departments. They also synthesized the recent work of a team established to addressed strategic enrollment management. Furthermore, these categories are similar to those identified for Strategic and Efficient Enrollment Growth and reflect the inter-relatedness and inter-dependencies of these key priority areas.

Blueprint for Success

The following Retention, Persistence, Completion, and Post-completion Success strategies and activities, along with a timeline for implementation, are planned over the course of five years.

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS

STRATEGIC ENROLLMENT MANAGEMENT (SEM)

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS

• Establish a SEM; finalize and adopt a comprehensive SEM plan including:
  o revising VVC's definition of academic programs to be credential-, completion-based (e.g., certificate, degree, ADT, etc.)
  o utilizing program-based and student-pathway-based data, analysis, and strategies (which extends beyond typical course-based, discipline-based approaches)
  o rigorous performance benchmarks and stretch goals for retention, persistence, and completion and that, conversely, automatically trigger program examination if significantly underperforming
  o establishing SEM formulas/ratios that drive higher retention, persistence, and completion rates (e.g., Headcount/Completions, etc.)
  o establishing Std Hr./FTEF allocations (also tied to SEM formulas) that drive program offerings and are tied to performance benchmarks
  o establishing data-driven triggers, timelines, and accountability for programs to meet performance benchmarks
  o establishing strategic, student-centered scheduling parameters (see below) and strategic and efficient growth parameters (refer to this section of the plan)
• Link SEM benchmarking and activities to institutional effectiveness activities and initiatives (e.g., program review, Guided Pathways, etc.
• Revise program review processes based on new definition of programs and also to include data/focusing attention on program completion (which extends beyond program review by discipline examining course data)
• Conduct student journey mapping: identify issues; develop/implement retention strategies including increasing incoming students' preparedness; repeat journey mapping processes for persistence
• Fully implement early and other alert systems/processes to monitor and intervene when students get off-track
	• Scale and sustain activities and practices from prior years
	• Review SEM plan, benchmarks/goals, results of activities from prior years; make necessary adjustments to improve performance
	• Conduct student journey mapping: identify gaps/issues impacting completion and transfer; develop/implement strategies
	• Fully develop and implement a degree audit system and procedures
	• Develop policies/procedures of auto-awarding credentials
	• Establish benchmarks and stretch goals for post-completion success
	• Repeat journey mapping processes for post-completion success
		• Sustain SEM retention, persistence, completion, and post-completion efforts; revise SEM goals and raise performance benchbarks, monitor data and make necessary changes to meet and exceed goals

Equity
Student journey mapping activities and the identification and development of strategies all consider and address perspectives and experiences of multiple student populations
Imperative

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS

STUDENT-CENTERED SCHEDULING

NEAR HORIZON (1-2 YEARS)

- Examine curriculum patterns and data to identify gaps/issues that impede retention, persistence, and completion and in keeping with Guided Pathways principles including:
  - Number of total units in program – reducing degree programs exceeding 60 units (unless required for licensure) and converting high-unit certificate programs into smaller-unit, stacked certificates
  - High-unit courses (greater than 5 units) - modularizing into multiple, lower-unit courses
  - Electives not meeting certificate/degree completion requirements
  - Number of courses that fulfill the same degree or transfer requirement
  - Number of electives that fulfill the same certificate/degree requirement
  - Recommended sequence of courses in program; does the sequence correspond with course schedules
- Examine course and program scheduling patterns to identify gaps/issues that impede retention, persistence, and completion including:
  - Overlapping courses
  - Long gaps between courses
  - Alternating term offerings (courses only offered in fall or spring)
  - Schedules that assume students are full-time, day-time, and start in fall semester
  - Insufficient coordination of scheduling required courses that span multiple departments (e.g., scheduling by program rather than by discipline/department)
- Utilize Student Education Plans (SEPs) and Guided Pathways principles to inform course offerings such as identifying strategic course offerings to enhance pathways
- Develop/implement alternative scheduling strategies for increasing retention and persistence such as converting 16-week courses to 8-weeks (a VVC Caring Campus WOW strategy)

MEDIUM HORIZON (3-4 YEARS)

- Examine impact on retention and persistence of scheduling strategies in prior years; make any necessary adjustments and/or develop new strategies
- Continue examining curriculum and course scheduling patterns to identify and address gaps/issues
- Consider/develop/implement additional, alternative scheduling strategies for increasing completion (e.g., guaranteed schedule)

FURTHER HORIZON (5+ YEARS)

- Re-examine scheduling patterns/strategies, impact on retention, persistence, and completion; make any necessary adjustments

Equity

Identify and fix scheduling policies and practices that disproportionately impact particular student populations

Imperative

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS

STUDENT COMMUNICATION, ENGAGEMENT, AND SUPPORT

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
• Conduct a communications audit analyzing all messaging, communication channels and methods, staff responsibilities, etc. • Establish, implement strategic communications plan focusing on connection entry, progress, completion - integrating Caring Campus and Guided Pathways strategies • Establish, implement student engagement strategies for connection/entry, retention, and persistence • Inform students of strategies they can employ for enrollment, retention, and course success such as increasing financial aid awareness for 30+ units (a VVC Caring Campus WOW strategy) • Begin integrating student supports (planning and advising; career services; financial aid and literacy; student life; teaching; and counseling, psychological, and support services) including establishing cross-institutional teams to serve the whole student and establishing clear lines of accountability and strong communication channels between college stakeholders	• Establish procedures and processes for timely updating communications methods and information • Sustain communication and engagement activities for connection/entry, retention, and persistence, evaluate effectiveness and make necessary adjustments • Establish, implement strategic communications plan for completion and post-completion transitions • Complete the establishment of integrated supports, cross-institutional teams, lines of responsibility, and communication channels • Establish, implement student engagement strategies for increasing completion and post-completion success	• Sustain communication and engagement activities for connection/entry, retention, persistence, completion, and post completion success, evaluate effectiveness and make necessary adjustments • Scale and sustain integrated supports • Establish, implement alumni strategic communications plan and engagement strategies **Equity** Identify and implement communication and engagement strategies and methods that meet the preferences and needs of diverse student populations **Imperative**

SUPPORTIVE DATA/INFORMATION INFRASTRUCTURE

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
• Develop data infrastructure for collecting, analyzing, visualizing, and disseminating retention, persistence, and completion indicators (including by program, by student/major/educational goal/pathway) • Establish and use data/information tools for examining student progression at program and student level • Establish standards and policies to ensure available, timely, and accurate data; for example, frequent/timely updates to student educational plans are necessary for examining student progression • Engage faculty and support staff in examining data, discuss areas for improvement, and develop improvement strategies • Provide data to support early and other alert systems/processes • Acquire and implement strategic scheduling software/tools	• Expand data infrastructure for collecting, analyzing, and disseminating completion and post-completion indicators (including by student and program) • Expand capabilities and use of data/information tools for examining student progression at program and student levels • Provide data to support degree audit system • Provide data to support auto-award processes • Begin deploying mobile data collection systems and expand data indicators to support predictive analytics • Deploy integrated planning and advising solutions/tools	• Develop alumni databases and other alumni data collection methods • Develop predictive analytic capabilities **Equity** Disaggregate all data indicators and measures by student population demographics: examine and address disparities **Imperative**

Potential Challenges

Considering the strategies and activities in the blueprint above, potential challenges have been identified. These challenges are not necessarily unique to VVC and may not actually transpire. For purposes of this plan, they are included in an effort to raise awareness of additional matters that may need to be addressed in order to implement the Retention, Persistence, Completion, and Post-completion Success blueprint fully and successfully. They are also included so VVC can be proactive in mitigating any barriers that may impede progress. The timeline of potential challenges directly coincides with the timeline of strategies and activities in the blueprint for this key priority area.

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
STRATEGIC ENROLLMENT MANAGEMENT		
• Adopting benchmarks and stretch goals for retention, persistence that are transformative rather than incremental • Reaching consensus on SEM formulas and allocations • Developing and implementing transformative retention strategies; taking risks to do so • Developing faculty/staff journey mapping competencies • Having open and critical examinations of issues/gaps in retention, persistence, completions; establishing accountability and sticking to deadlines and metrics for improving results • Establishing policies to ensure consistent and scaled (for all students) early and other alert systems/processes • Establishing policies and practices to ensure timely responses and accountability for addressing low performance • Consistently implementing triggers and follow-up on low-performing programs	• Sustaining SEM retention and persistence efforts • Adopting benchmarks and stretch goals for completion that are transformative rather than incremental • Using, consistently, SEM formulas and allocations and making adjustments only to improve performance • Developing and implementing transformative completion strategies; taking risks to do so • Establishing policies to ensure consistent and scaled (for all students) degree auditing • Establishing student self-serve degree audit capabilities • Develop policies/procedures of auto-awarding credentials • Accepting accountability for college's role in post-completion success outcomes	• Scaling and sustaining all retention, persistence, completion, and post-completion strategies and efforts
STUDENT-CENTERED SCHEDULING		
• Changing faculty course assignments to accommodate revised scheduling patterns • Revising curriculum to address gaps/issues • Developing strategic scheduling capacities of administrators, department chairs, etc. • Taking risks to implement new scheduling strategies to increase retention and persistence	• Scaling and sustaining course/program scheduling strategies • Taking risks to implement new scheduling strategies to increase completion and post-completion success	• Scaling and sustaining course/program scheduling strategies
STUDENT COMMUNICATION, ENGAGEMENT, SUPPORT		
• Garnering student input for communications plan, communications strategies, messaging, and engagement strategies – particularly input necessary to determine what works for different student populations • Implementing personalized communications	• Consistently implementing procedures for the timely updating of communications methods and information dissemination	• Sustaining communication and engagement activities from prior years

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
• Obtaining/allocating resources to support peer communications and mentoring • Obtaining/allocating resources to acquire communications systems/tools	• Sustaining communication and engagement activities from prior years	

SUPPORTIVE DATA/INFORMATION INFRASTRUCTURE

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
• Obtaining/allocating resources for data infrastructure • Adopting and ensuring all faculty/staff adhere to data standards and processes (e.g., excluding students, submitting rosters, updating information, consistency in data input, etc.) • Ensuring all students have education plans upon enrollment in first term, including majors and education goals • Providing students access to their data and tools/support for using it • Providing departments and faculty data on students' majors and education goals including the goals of students enrolled in courses each term	• Ensuring all student education plans are updated immediately to reflect any changes • Providing students access to data and tools to self-serve; including data on progress • Acquiring mobile data collection tools and adopting policies for expanding data collected through mobile devices, applications • Acquiring, allocating resources for integrated planning, and advising (IPASS) solutions and tools	• Collecting data from past alumni • Addressing concerns of the use of predictive analytics • Developing predictive analytic capabilities

Progress Indicators

Progress indicators (including goals and benchmarks) will be established by a SEM committee to monitor and drive the impact of Retention, Persistence, Completion, and Post-completion Success activities (in blueprint above) on student outcomes and college goals. Essential indicators, and the timeline by which concerted efforts are expended towards them, are provided below.

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS

Retention (Successful Connection, Entry, and Early Learning Progress)
- Student interest to enrollment yields
- 1st semester retention/completion, by program
- Adult Ed skills gains
- Noncredit to credit matriculation
- Yearly increase in all indicators above

Persistence (Momentum and Progress)
- Semester/term to semester/term persistence
- Completion of transfer-level English or math course or both, by program
- Completion of 9+ CTE units, by program
- Completion of 1 or more Adult Ed Skill Levels
- Yearly increase in all indicators above

Completion (Credentials & Transfer)
- Certificate completions (credit and noncredit), by program
- Degree completions – AA, AS, ADT, by program
- Average # units earned to completion
- Yearly increase in all indicators above

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
		Post-completion Success (Advanced Degrees, Employment, Earnings) • Transfers to 4-year university, by program • Employment, by program • Earnings, % of graduates earning a living wage, by program • Bachelor's degree completion (of transfer students), by program • Yearly increase in all indicators above

Strategic and Efficient Enrollment Growth

This key priority area is focused on growing VVC enrollment (both unduplicated headcount and courses/units taken) with the aim of maximizing resources to obtain college, District, and California Community College's Vision for Success goals and increase performance on Student Success Funding Formula and Strong Workforce Program metrics.

The plan for VVC to, strategically and efficiently, grow enrollment is organized into three categories: (1) Strategic Enrollment Management, (2) Strategic Scheduling, and (3) Strategic Communications. These categories were identified based on themes that emerged from scanning internal data and planning discussions with departments. They also synthesized the recent work of a team established to addressed strategic enrollment management. These categories are also similar to those identified for Retention, Persistence, Completion, and Post-completion Success and reflect the inter-relatedness and inter-dependencies of these key priority areas.

Blueprint for Success

The following Strategic and Efficient Enrollment Growth strategies and activities, along with a timeline for implementation, are planned over the course of five years.

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
STRATEGIC ENROLLMENT MANAGEMENT (SEM)		

• Establish a SEM committee; finalize and adopt a comprehensive SEM plan including:
  o Utilize SEM guiding principles, formulas, allocations, and parameters to guide enrollment growth, efficiency strategies, and ensure optimal performance on funding formula metrics (including for noncredit and other expanded learning options):
  o Develop formulas/allocations such as Std Hrs./completions
	• Analyze results of the use/implementation of SEM formulas and allocations
	• Continue new program development and allocating resources to support offerings
	• Implement strategies for mitigating facility and other limitations leading to "impacted" programs
		• Scale and sustain enrollment management strategies efforts from previous years
		• Analyze results of policies, procedures implemented in previous years, make necessary adjustments
		• Update environmental scan and revise program development priorities, if necessary
		• Examine and consider aging population in VVC's service area,

NEAR HORIZON
1-2 YEARS

- o Make Std Hr. allocations based on past enrollment/completion performance and targeted for improving enrollment growth and efficiency
- o And in keeping with Guided Pathways principles:
    - eliminate stand-alone courses (courses not required for certificate/degree)
    - limit number of courses per the same certificate/degree/transfer requirement based on past enrollment performance and in keeping with Guided Pathways principles
    - limit electives including number of electives per the same certificate/degree requirement
    - require AA/AS transfer programs to be offered as an ADT where an ADT has been established in CA; conversely eliminate AA/AS programs where an ADT program exists
    - Implement "guided choices" including linking efforts to limit number of courses per certificate/degree/transfer requirement
- Revise VVC definition of "programs" including in alignment with funding formula definitions; link/utilize new definition in program review and assessment processes
- Develop data-driven criteria, policies/procedures for all program development based on potential market demand (refer to environmental scan and High Desert economic studies[10]) and student demand and in light of VVC's new definition of "programs"
- Allocate, garner resources to support new program development and first-semester, first-year offerings
- Create stackable certificates within higher-unit certificate, AS, and ADT programs (sequencing courses within and across disciplines)
- Identify facility and other limitations contributing to "impacted" programs; develop mitigating strategies

MEDIUM HORIZON
3-4 YEARS

- Analyze results of "thrivability" procedures/process, make necessary adjustments
- Update environmental scan; revise program development priorities; if necessary
- Inventory all ancillary student and partnership activities and convert to noncredit courses, where allowable by Ed Code
- Build K12-VVC pathway programs (dual enrollment) that streamline matriculation and increased completion of Vision for Success milestones in first or second semester of enrollment at VVC

FURTHER HORIZON
5+ YEARS

identify new program development and other enrollment strategies if warranted

Equity

Prioritize program development and equitable enrollment in programs of study that directly lead to careers that pay family sustaining wages

Imperative

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[10] Research studies such as High Desert Analysis & Strategic Recommendations 2020 Developed in Collaboration with A Wide Range of High Desert Residents. (Husing, J.E.).

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS

- Develop indicators and procedures for triggering a "thrivability" process for underperforming programs; initiate procedures/process
- Streamline, decrease duration of curriculum development/approval processes, including implementing automated and time-limited workflows
- Conduct student journey mapping: identify issues impacting new, returning, and continuing student enrollment; develop/implement retention strategies including increasing incoming students' preparedness

STRATEGIC SCHEDULING

NEAR HORIZON	MEDIUM HORIZON	FURTHER HORIZON
- Examine course scheduling patterns (in partnership with faculty, frontline staff, counselors/advisors, and students) to identify gaps/issues that impede enrollment and/or opportunities for efficiency and growth (refer to items above and in Retention, Persistence, Completion, and Post-Completion Success section) - Develop/implement alternative and other scheduling strategies (e.g. short-term courses, late start courses, etc.) for increasing enrollment growth in partnership with faculty, frontline staff, and counselors/advisors, and students - Develop one- and/or two-year schedule (including GEs, Guided Choices, etc.) to eliminate redundancies, gaps, and overlaps in scheduling in partnership with counselors/advisors - Establish scheduling parameters that maximize STD Hrs., FTES, and completions (refer to items above and in Retention, Persistence, Completion, and Post-Completion Success section) - Establish scheduling parameters to achieve dual enrollment performance goals (e.g., completion of 9+ certificate/degree applicable units while in high school)	- Analyze results of scheduling strategies/changes; make necessary adjustments - Identify optimal course delivery formats; adapt course offerings based on current trends to optimize enrollment and performance on funding formula metrics	- Re-examine scheduling patterns/strategies and make necessary adjustments - Sustain scheduling practices that achieve desired results **Equity** Identify and implement scheduling strategies tailored to meet the needs of different student populations; include diverse group of students in schedule planning **Imperative**

STRATEGIC COMMUNICATIONS

NEAR HORIZON	MEDIUM HORIZON	FURTHER HORIZON
- Conduct communications audit - Establish, implement strategic communications plan for new and returning student enrollment – including outreach and marketing (including VVC Caring Campus WOW strategies)	- Establish procedures and processes for timely updating communications methods and information - Examine results and impact of communications plan and strategies; make necessary adjustments	- Sustain strategic communication efforts from previous years - Update strategic communications plan

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
• Develop communications strategies and messaging – utilizing cross-institutional teams (including faculty, frontline staff, counselors, etc.) • Refer to Retention, Persistence, Completion, and Post-Completion Success section for more communications strategies and activities	• Refer to Retention, Persistence, Completion, and Post-Completion Success section for more communications strategies and activities	

Equity

Differentiate communication methods, messages, and more for multiple audiences and to meet diverse preferences and needs

Imperative

Potential Challenges

Considering the strategies and activities above, potential challenges have been identified that may need to be addressed in order to implement VVC's Strategic and Efficient Enrollment Growth blueprint.

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
STRATEGIC ENROLLMENT MANAGEMENT (SEM)		
• Reaching consensus on SEM formulas and allocations • Reaching consensus on new program development criteria and priorities • Reaching consensus on program "thrivability" metrics, triggers, and processes • Developing processes for and making decisions on "Guided Choices" • Facilitating speedy curriculum/program development (addressing the role/involvement of faculty) and approval processes • Developing faculty/staff journey mapping competencies • Developing and sustaining cross-institutional teams	• Sustaining SEM efforts • Sustaining and following-through on program "thrivability" processes • Sustaining cross-institutional teams • Developing ratios/indices that link enrollment and Student Success Funding Formula metrics • Developing and sustaining time/effort to develop K12 pathways – engaging K12 partners	• Sustaining SEM efforts • Sustaining and following-through on program "thrivability" processes • Sustaining cross-institutional teams • Identifying programs/strategies to serve and enroll aging adults (engaging seniors in planning efforts), if demand warrants it
STRATEGIC SCHEDULING		
• Changing faculty course assignments to accommodate revised scheduling patterns • Developing strategic scheduling capacities of administrators, chairs, etc. • Taking risks to implement new scheduling strategies to increase enrollment	• Scaling and sustaining course scheduling strategies from previous years	• Scaling and sustaining course scheduling strategies from previous years
STRATEGIC COMMUNICATIONS		
• Garnering student input for communications plan communications strategies, messaging, and methods – particularly input necessary	• Consistently implementing procedures for the timely updating of	• Sustaining communication activities from previous years

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
to determine what works for different student populations • Implementing personalized communications • Differentiating communications messages and strategies for dual enrollment, by target population, and for learning options and modalities, etc.	communications methods and information dissemination • Sustaining communication activities from previous years • Evaluating success of different communications strategies, methods, messages	

Progress Indicators

Progress indicators will be established by the SEM Committee to monitor and drive Strategic and Efficient Enrollment Growth and measure the impact of the blueprint strategies and activities as follows.

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
• Unduplicated headcount per program • FTES per program • FTES per Std Hr. • Average Section Size • Reduction in standalone courses • % and # of programs with metrics that trigger "thrivability" processes • New program development time-to-completion/enrollment • Yearly increase in all indicators above	• Unduplicated headcount per program • FTES per program • FTES per Std Hr. • Average Section Size • Reduction in standalone courses • % and # of programs with metrics that trigger "thrivability" processes • New program development time-to-completion/enrollment • Yearly increase in all indicators above	

Distance and Digital Learning Expansion and Enhancements

Victor Valley College recognizes the unique contribution that educational technology can make for expanding and enhancing educational opportunities and experiences to the district's growing and diverse student population. It is acknowledged that quality distance education makes special demands on students, faculty, staff, and administrators and that all involved share responsibility for maintaining its effectiveness. Victor Valley College regards distance education as integral to the district vision, mission, and goals and endorses and encourages the development, expansion, and improvement of distance education methodologies throughout the district's instructional and student and campus support services and programs. At VVC, distance education includes courses that are offered fully online and partially online (hybrid). When appropriate, traditional face-to-face course use of technology and use of broadcast technology (video conference site-to-site courses) are also considered.

Over the past several years, distance education development and growth dramatically increased at colleges and universities throughout the U.S. and has accounted for much of enrollment growth. With the move to all instruction being done remotely (online) during the Pandemic, now all colleges have the capability to offer most, if not all, courses via distance learning. However, prior to the Pandemic and even more so now, colleges leading the way in distance education were increasingly focusing their attention away from simply growing the number of courses and programs available to ensuring high-quality instruction and support services and expanding digital learning capacities and implementation.

Additionally, with the dramatic increase of alternative providers in the higher education marketplace, these three elements will be of critical importance over the course of the next several years for distance and digital learning: (1) ensuring quality and equity, (2) offering niche programs/formats, and (3) expanding the use of state-of-the art digital learning content and tools and adaptive learning platforms to both expand delivery modalities and increase student success.

Therefore, for purposes of the educational master plan, expanding and enhancing distance education and digital learning is seen as a key priority for:

▲ serving the diverse learning preferences of students at the same time student demographics are changing;

▲ increasing VVC students' digital literacy;

▲ capitalizing on these delivery modalities as a way for increasing student enrollment, completion, affordability (e.g., through the use of open, digital educational resources), and post-completion success; and

▲ keeping pace with distance and digital learning that is being offered at other colleges/universities and alternative education providers and to meet business and industry demands.

To do so, VVC will be focusing on these strategic areas.

▲ Fully commit to distance and digital learning as key priority and the build infrastructure to support it with sufficient resources and budgets to achieve ideal distance and digital learning environments.

▲ Adhere to a strategic portfolio approach to distance and digital learning expansion and enhancements (credit (GEs, CTE, etc.), noncredit, not-for-credit, online, hybrid, supplements face-to-face instruction, etc.) and integrate with other delivery modalities for more flexible learning.

▲ Build necessary capabilities and expertise to design and implement quality, equitable distance and digital learning and prepare both faculty and students to succeed, including obtaining digital literacy.

▲ Strengthen analytics and monitoring for fully assessing the impact of distance and digital learning on VVC enrollment, retention, and student success.

Blueprint for Success

The following strategies and activities, along with a timeline for implementation, are planned over the course of five years to achieve the desired and optimal impact on student outcomes and college goals.

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
DISTANCE EDUCATION AND DIGITAL LEARNING INFRASTRUCTURE		
• Exemplify a strong commitment to expanding and enhancing distance and digital learning	• Evaluate progress on distance and digital learning plan goals, objectives,	• Evaluate progress on distance and digital learning plan goals, objectives,

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
• Set accountable goals and objectives for the implementation of distance and digital learning strategies as part of VVC's effort to continuously improve teaching and learning to increase and promote the closing of equity gaps in enrollment and retention, particularly in foundational courses • Revise/approve a comprehensive three-year Distance Education and Digital Learning (DE/DL) plan with accountable goals and objectives related to continuously improving teaching and learning and student services/supports across all learning environments (face-to-face, hybrid, and online) • Develop DE/DL organizational structure with adequate resources (budget and staff) to meet goals/objectives of VVC's EMP and DE/DL plan • Acquire and leverage the use of high-quality digital learning tools (including mobile) that enhance opportunities for learner interaction and engagement in courses and student support services • Redesign processes necessary to reduce barriers to DE student enrollment and retention • Adjust, if necessary, governance and operational processes to foster ease/speed of DE and DL– particularly those involved with DE student enrollment and retention • Acquire resources and implement measures necessary to meet recognized accessibility standards for DE/DL • Establish college membership in the CVC/OEI exchange and begin process to have courses qualify for inclusion in the exchange	and outcomes revise/update plan as necessary • Set accountable goals and objectives for the implementation of distance and digital learning to increase and promote equity in persistence, completion, and transfer • Revise DE/DL organizational structure and resources to ensure planning goals/objectives are met • Revise processes necessary to reduce barriers to noncredit distance and digital learning (e.g., online) • Expand portfolio of mobile and digital learning/solutions for student learning/support and for the implementation of flexible, adaptable learning approaches such as competency-based education • Redesign processes necessary to reduce barriers to DE student persistence and completion • Redesign processes necessary to reduce barriers for any newly acquired distance and digital learning delivery methods, models • Acquire and leverage high-quality digital learning tools which provide for individualized learning and support services • Expand online/digital tools for work-based learning solutions (e.g., internships, cooperative education) and career services • Expand online/digital tools for flexible learning approaches such as competency-based education	and outcomes revise/update plan as necessary • Revise DE/DL organizational structure and resources to ensure planning goals/objectives are met • Set accountable goals and objectives for the implementation of distance and digital learning to increase and promote post-completion and post-transfer success. • Expand portfolio of digital learning tools and solutions to support the implementation of more personalized, customized learning and student support approaches

<div style="background:#1a2a5e;color:white;text-align:center;">DISTANCE AND DIGITAL LEARNING STRATEGIC PORTFOLIO</div>

• Develop online/hybrid programs in disciplines currently serving or have potential to serve a large number/percentage of nontraditional students looking for more flexible options/schedules (e.g., Real Estate, etc.)
  o Start with programs that are most likely to be in demand for this population
  o Focus on establishing entire certificate and degree programs online
  o Seamlessly integrate with VVC credit for prior learning activities
	• Increase number/type of DE courses in CVC/OEI exchange – particularly niche courses not offered already in the exchange by other colleges
	• Implement distance and digital learning (e.g., online, hybrid, etc.) programs for noncredit and not-for-credit learning--particularly those aimed at individuals looking to up-skill and/or obtain continuing education units
		• Engage in environmental scanning to identify additional priorities for distance and digital learning portfolio
		• Engage in environmental scanning to identify priorities for distance and digital learning portfolio

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
• Expand DE in impacted programs that are currently limited by physical space (where applicable and pending negotiation) • Establish DE certificate/degree programs in niche areas not offered online by other colleges in the region or state • Implement digital learning strategies that supplement face-to-face instruction which are aimed at increasing retention and course success, such as creating a digital library of course materials in Canvas • Develop distance and digital learning strategies to increase online students' digital literacy[11] and success in online and hybrid courses.	• Scale use of quality Open Educational Resources (OER) in all learning modalities • Implement digital learning strategies that supplement face-to-face instruction which are aimed at increasing persistence, completion, transfer, and post-completion success, such as creating a productive persistence module in Canvas • Implement distance and digital learning (including design features) targeted for individuals commuting in and out of the High Desert (including the use of multiple mobile learning tools, podcasts, etc.)	**Equity** Identify and implement distance and digital learning strategies/activities tailored to meet the specific needs of diverse student populations **Imperative**

CAPACITY DEVELOPMENT AND SUPPORT

• Implement processes and resources to support access, readiness, and engagement for all and diverse learner populations across all distance and digital learning environments, particularly in foundational courses taken in the first and second semesters. • Support faculty and instructor engagement and professional development for teaching in all distance and digital learning environments (including mobile), with a focus on inclusive and equitable teaching practices • Implement course development and instructional design processes in the support of learning objectives and competencies, learner engagement, and high impact practices • Expand faculty roles (pending negotiation) including faculty positions whose primary responsibility is to develop distance and digital learning curriculum and resources (e.g., curriculum designers/developers, etc.) • Support staff engagement and professional development necessary for providing student supports in all distance and digital learning environments, with a focus on inclusive and equitable teaching practices • Conduct incoming/first semester DE student journey mapping: identify issues; develop/implement enrollment and	• Scale and sustain capacity develop and support activities from previous years • Leverage high-quality digital learning tools which provide for individualized and engaged learning. • Engage stakeholders in reimagining digitally-enhanced, adaptive, personalized eLearning and support services • Engage stakeholders in identifying and developing strategies/solutions and professional development aimed at closing persistence and completion gaps in distance and digital learning, including to achieve equity • Provide professional development on the identification and use of open, digital learning and student support resources • Provide professional development for high-quality and equitable practices and to implement distance and digital flexible learning approaches such as competency-based education	• Scale and sustain capacity develop and support activities from previous years • Provide faculty and staff professional development to support the implementation of more personalized, customized learning and student support approaches • As distance and digital learning programs are expanded/targeted to additional student populations (e.g., older adults, etc.), provide professional development and student onboarding support to ensure effective learning and support practices that meet their preferences and needs

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[11] The concept of digital literacy encompasses a range of skills and knowledge necessary to evaluate, use, and create digital information in various forms. Digital literacies include data literacy, information literacy, visual literacy, media literacy, and metaliteracy, as well as related capacities for assessing social and ethical issues in our digital world. EDUCAUSE

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS

retention strategies including increasing students' preparedness for DE and digital learning
- Ensure students have adequate information, training, and resources to choose and succeed in all DE and digital learning environments, measure and report on student training and outcomes frequently
- Provide professional development on distance and digital learning strategies, practices, and tools for impacted programs with lab sections, mobile learning, and to supplement face-to-face instruction

- Engage stakeholders in identifying and implementing strategies and professional development for increasing student transfer and career placement using distance and digital learning and support services

Equity

Ensure capacity and support activities are designed to focus on inclusive and equitable practices and that promote equitable student access and success

Imperative

DATA ANALYTICS AND EVALUATION

- Improve capacity to collect and accurately report data on distance and digital learning outcomes
- Collect and analyze data on the effectiveness of distance and digital learning including identifying differential access, retention, and course success rates by student population
- Collect and analyze data on the effectiveness of different distance and digital learning strategies, solutions, and practices—particularly with a focus on access, retention, and course success rates by student population

- Collect and analyze data on the effectiveness of distance and digital learning including identifying differential persistence, completion, and transfer rates by student population
- Collect and analyze data on the effectiveness of different distance and digital learning strategies, solutions, and practices—particularly with a focus on persistence, completion, and transfer rates by student population

- Collect and analyze data on the effectiveness of distance and digital learning including identifying differential post-completion success rates by student population
- Collect and analyze data on the effectiveness of different distance and digital learning strategies, solutions, and practices—particularly with a focus on post-completion success rates by student population

Equity

Disaggregate all data indicators/measures by student population; identify, examine, and fix disparities

Imperative

Potential Challenges

Considering the strategies and activities above, potential implementation challenges have been identified. These challenges are not necessarily unique to VVC and may not actually transpire. For purposes of this plan, they are included in an effort to raise awareness of additional matters that may need to be addressed in order to implement VVC's Distance and Digital Learning Expansion and Enhancements blueprint.

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS

DISTANCE EDUCATION AND DIGITAL LEARNING INFRASTRUCTURE

• Establishing a comprehensive organizational support structure and resources/budget adequate to achieve the goals in three-year, distance and digital learning plan and the Distance and Digital Learning Expansion and Enhancements blueprint • Identifying, procuring, and implementing new digital learning tools and solutions • Revising distance and digital learning policies, processes in an expeditious manner	• Sustaining and expanding distance and digital learning activities/efforts from prior years • Identifying, procuring, and implementing new digital learning tools and solutions	• Sustaining and expanding distance and digital learning activities/efforts from prior years • Identifying, procuring, and implementing new digital learning tools and solutions

DISTANCE EDUCATION AND DIGITAL LEARNING STRATEGIC PORTFOLIO

• Agreeing upon criteria for prioritizing the development (including resources) of new distance and digital learning programs/options • Tailoring distance and digital learning (including support services, on-boarding, etc.) to targeted student populations and areas (e.g., retention, persistence, impacted programs, niche areas)	• Further tailoring of distance and digital learning (including support services, on-boarding, etc.) to targeted student populations and areas (e.g., noncredit, not-for-credit, open resources, commuters, supplementing face-to-face instruction)	• Identifying expanded priorities (e.g., populations, strategy areas) for further development

CAPACITY DEVELOPMENT AND SUPPORT

• Prioritizing and establishing sufficient resources/budget for distance and digital learning capacity development and support; starting with a Distance Education Coordinator • Prioritizing and establishing accountability for training students for Canvas, digital literacy, and other matters necessary to be successful online learners • Negotiating and implementing expanded faculty roles for DE/DL, including developing new position classifications for expanding and enhancing distance and digital learning	• Scaling and sustaining prior years activities • Expanding resources/budget for distance and digital learning capacity development and support as VVC's distance and digital learning/support services evolve • Continuing to negotiate and expand faculty roles further, including developing new position classifications, as VVC's distance and digital learning/support services evolve	• Expanding scope of prior years' activities; where and when necessary

DATA ANALYTICS AND EVALUATION

- Establishing means for collecting and consistently analyzing data on distance and digital learning differential outcomes
- Establishing consistent and sustained use of data to improve distance and digital learning/support services
- Increasing the veracity of distance and digital learning data

Progress Indicators

Progress indicators will be established to monitor and drive Distance and Digital Learning Expansion and Enhancements and to measure the impact of strategies and activities (in blueprint above) on student outcomes and college goals. These indicators, and the timeline by which concerted efforts are expended towards them, are provided below.

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS

DISTANCE EDUCATION AND DIGITAL LEARNING INFRASTRUCTURE

• Comprehensive DE/DL plan completed/approved • DE/DL organizational structure established and adequately resourced to meet goals/objectives of EMP and DE/DL plan • Resources, budget for fully implementing DE/DL plan and blueprint established	• # and type of distance and digital learning solutions and tools purchased, implemented • # and % of faculty and staff using distance and digital learning tools	• Increase in # and type of distance and digital learning solutions and tools purchased, implemented • Increase in # and % of faculty and staff using distance and digital learning tools

DISTANCE EDUCATION AND DIGITAL LEARNING STRATEGIC PORTFOLIO

- # of distance and digital learning programs aimed at nontraditional students
- Enrollment and retention of nontraditional students in distance education courses/programs
- Enrollment, retention, and course success rates (by program and by student population) in distance education courses and programs
- # and % of VVC students who demonstrate digital literacy
- Yearly increase in indicators above

  - # of noncredit and not-for-credit distance and digital learning courses and programs
  - Enrollment in noncredit and not-for-credit distance and digital learning courses and programs
  - Persistence and completion rates of students, by population, in distance education courses and programs
  - # of distance education courses and disciplines in the CVC OEI exchange
  - # and % of faculty and staff using quality open resources in courses and support services where most applicable
  - # and % of faculty using distance and digital learning options to supplement face-to-face instruction
  - Enrollment of commuters in distance and digital learning courses/programs
  - Yearly increase in all indicators above

CAPACITY DEVELOPMENT AND SUPPORT

- # of distance and digital learning issues/barriers identified and addressed
- # and % of faculty and staff engaged, participating in faculty development, and implementing inclusive and equitable distance and digital learning/support tools and practices
- % of students with adequate distance and digital learning resources
- # of expanded, new faculty roles negotiated, developed, and utilized to support distance and digital learning
- # and % of VVC students who demonstrate digital literacy
- Yearly increase in indicators above

DATA ANALYTICS AND EVALUATION

• Comprehensive set of metrics on the effectiveness of distance and digital learning, by student population, are established • # of differential access, retention, and course success outcomes have been identified and # /% have been addressed	• Set of metrics on the effectiveness of distance and digital learning, by student population, are expanded to include persistence and completion rates • # of differential persistence, program completion, and transfer outcomes have been identified and # /% that have been addressed	• Set of metrics on the effectiveness of distance and digital learning, by student population, are expanded to include post-completion success • # of differential post-completion outcomes have been identified and # /% that have been addressed

Noncredit and Other Expanded Learning Options Development

Noncredit instruction is one of several educational options offered within the California Community College System. It offers students access to a variety of low and no-cost courses that can assist them in reaching their academic, personal, and professional goals. Noncredit courses are intended to provide students with lifelong learning, college transfer, and career preparation opportunities. At VVC, the college offers many noncredit courses in a wide range of disciplines including adult physical fitness, basic skills, English as a second language, home economics, immigrant education, and music.

VVC also engages in these other expanded learning options: contract education and community education. VVC offers community education classes in compliance with Education Code section 78300. Community education classes are self-sustaining through a fee-based model and encompass not-for-credit training in various subject matters. VVC also offers contract education in compliance with Education Code sections 78020-78023. The primary purpose of contract education is to provide high quality credit and not-for-credit courses of instruction for both public and private entities that also generates resources, monetary and non-monetary, for the benefit of the Victor Valley Community College District.

Noncredit, contract, and community education and other expanded learning options also open up additional revenue options for VVC beyond credit apportionment.

Environmental scanning activities conducted to inform this educational master plan, reveal substantial opportunities to greatly expand noncredit, contract education, community education, and other expanded learning options. Driving these opportunities are: (1) changing student demographics; (2) shifting industry, employer, and labor market demands; and (3) the rapid pace of technological changes and gig work arrangements where individuals need to continuously upskill to remain competitive/employable (and are looking for short-term, flexible learning options to do so). More specific drivers and opportunities are included in many of the academic department sections in this plan.

Alternative postsecondary education providers and competitors and are also driving the need for more noncredit and other expanded learning options. Investments in educational technology (e.g., edtech)--that fosters many of these providers/competitors--has grown exponentially in the past several years. In 2019, edtech investments reached an astonishing $18.66 billion and, in 2019 alone, far surpassed the total combined investments made to all edtech companies for the entire twenty-year period between 1998 and 2017[12]. Additionally, nearly 2/3rds (65%) of postsecondary education and training investment is taking place outside of colleges and universities[13].

Alternative credentials are also increasing in higher education. A 2018 study of higher education institutions revealed 1 in 4 (25%) were awarding badges; in one year badging and microcredentialing grew 17% and 13%, respectively; noncredit courses grew exponentially, and 73% reported that alternative credential programs were strategically important to their future[14]. The growth of alternative credentials is occurring for several reasons including (1) the recognition that perpetual learning is essential for enabling people to keep pace with changing economies, technologies, and skills and (2) the large numbers of adult learners who are seeking new credentials but not necessarily degrees.

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[12] Metaari. January 7, 2020. *The 2019 Global Learning Technology Investment Patterns: Another Record Shattering Year*. Analysis by Sam S. Adkins. Downloaded from https://seriousplayconf.com/wp-content/uploads/2020/01/Metaari-2019-Global-Learning-Technology-Investment-Patterns.pdf
[13] Carnevale, A., Smith, N. & Strohl, J. (2010). *Help Wanted: Projections of Jobs and Education Requirements through 2018*. The Georgetown University Center on Education and the Workforce.
[14] Pearson and UPCEA. (February 12, 2018). Six things to know about the state of alternative credentials. Downloaded from https://www.pearsonlearningnews.com/six-things-to-know-about-the-state-of-alternative-credentials

The pandemic has shined a brighter light on the increasing demand for expanded learning options and flexible approaches. Recent research by Strada Education Network[15] finds that one out of three workers say they would change their field of work if they lost their job due to the pandemic; less than half of Americans say they have access to the education and training they want to do so; and they strongly prefer nondegree programs, skills training, and online learning.

The upshot here is, students want and have exponentially more and diverse postsecondary learning options to choose from and gaps between alternative/other postsecondary education providers and higher education institutions is widening.

Additionally, recent and impending policy changes for California Community Colleges is also driving the need for more flexible learning options. In 2018, California enacted legislation to expand credit for prior learning within the California community college system. SB 1071 requires California community colleges to implement a consistent policy to award credit for veteran and military students using their Joint Services Transcripts and AB 1786 requires an initiative to expand the awarding of course credit for all students with prior learning, regardless of previous military experience. Subsequently, Title 5, Section 55050 of the California Code of Regulation was amended to require all community college districts to have, by December 2020, local credit of prior learning policies including expanded methods used for assessing prior learning.

Another policy change occurred in June 2020 with new guidelines to the Strong Workforce Program (SWP) which "*encourages short-term workforce training programs focusing on reskilling and upskilling…including the use of competency-based education and apply credit for prior learning; in 4 to 12 week programs*". Currently the SWP has metrics (and performance funding) for students completing a noncredit milestone such as course, number of hours, and noncredit certificate completion.

Additionally, currently the California Community College Chancellor's Office--partnering with community college stakeholders across the state--are exploring the promise and development of competency-based education. Competency-based education pilot programs are expected to be started in 2021.

Therefore, it is within this context that VVC recognizes a key priority for the next five years is to develop noncredit and other learning options that expand the college's education and training portfolio.
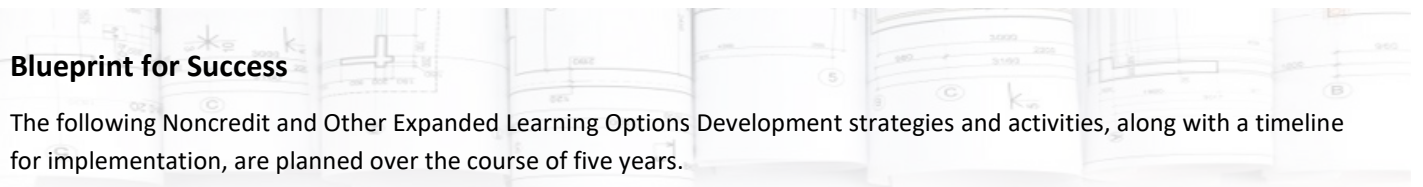
Blueprint for Success

The following Noncredit and Other Expanded Learning Options Development strategies and activities, along with a timeline for implementation, are planned over the course of five years.

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
SUPPORTIVE INFRASTRUCTURE		
• Emulate a strong commitment to developing/expanding noncredit and other expanded learning options • Develop a 3-year strategic plan for noncredit and other expanded learning options • Implement organizational structure(s) and adequate resources to support the plan's goals and objectives	• Evaluate progress on noncredit and other expanded learning options plan (goals, objectives, and outcomes) revise/update plan as necessary • Revise organizational structures and resources to ensure the plan's goals/objectives are met	• Evaluate progress on noncredit and other expanded learning options plan (goals, objectives, and outcomes) revise/update plan as necessary • Revise organizational structures and resources to ensure planning goals/objectives are met

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[15] Strada Education Network. August 26, 2020. Public viewpoint: COVID-19 Work and Education Survey.

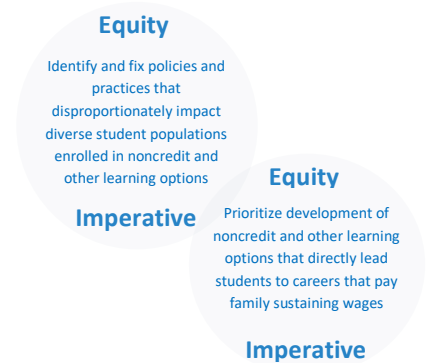| NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
• Establish roles and responsibilities of coordinating organizational unit(s) and academic departments • Re-engineer/develop new processes for ease of noncredit enrollment (e.g. bilingual information, point-of-sale/mobile transactions, CCC-apply noncredit application, etc.) and matriculation to credit (including credit for prior learning) • Establish processes and revise SIS system to implement online noncredit • Re-engineer/develop new processes and SIS and other systems for implementing credit for prior learning, including student communication and support processes • Develop marketing and communications plan for noncredit and other expanded learning options • Develop digital badging and/or other mechanisms for "memorializing" competency, skill-level, and other learning milestones of students in noncredit and other expanded learning options	• Revise processes necessary to reduce barriers to noncredit distance and digital learning (e.g., online) and to noncredit-to-credit matriculation including the use of credit for prior learning • Re-engineer/develop new processes for cooperative education and apprenticeships • Re-engineer/develop new processes and SIS and other systems for implementing priority, flexible learning options • Evaluate and revise marketing and communications plan for noncredit and other expanded learning options – augment to include Employment Training Panel (ETP), work-based learning, cooperative education, apprenticeships, and other high-priority expanded learning options	• Revise processes necessary to reduce barriers to all noncredit and other expanded learning options in the portfolio • Evaluate and revise, if necessary, marketing and communications plan; augment to include new priority areas (such as "emeritus" aka older adult courses/programs) **Equity** Identify and fix policies and practices that disproportionately impact diverse student populations enrolled in noncredit and other learning options **Imperative** **Equity** Prioritize development of noncredit and other learning options that directly lead students to careers that pay family sustaining wages **Imperative**

STRATEGIC PORTFOLIO

• Noncredit development priorities:
  o Develop noncredit college prep courses/academy
  o Develop noncredit offerings that support student retention and success in first-semester; gateway courses including tutoring, short-term college prep courses/programs, Math/English concurrent courses
  o Expand Adult Ed program growth and strategies to increase learners' skill development
  o Develop short-term CTE courses and certificate programs (CDCPs) with high market demand (continuing education)
  o Create noncredit certificate programs in all noncredit categories including modularized courses that stack/lattice within multiple CDCPs such as ESL
• Contract Education development priorities:
  o Expand partnerships and training portfolio
  o Establish training portfolio at Southern California Logistics Airport Training Center
• Inmate and Re-Entry Education development priorities:
	• Noncredit development priorities:
	  o Expand distance and digital noncredit learning (e.g., online, hybrid, etc.)
	  o Expand short-term CTE courses and certificate programs with high market demand (continuing education) and meet Strong Workforce Program metrics
	• Contract Education development priorities:
	  o Expand partnerships and training portfolio
	  o Distance and digital not-for-credit learning (e.g., online, hybrid, etc.)
	  o Expand ETP partnerships and VVC offerings
	• Community Education development priorities:
	  o Expand community education course portfolio
	• Inmate and Re-Entry Education development priorities:
	  o Expand inmate education partnerships and learning options portfolio
		• Noncredit development priorities:
		  o Explore additional in-demand areas (such as "emeritus" aka older adult courses/programs for seniors)
		• Contract Education development priorities:
		  o Expand partnerships and training portfolio
		  o Expand ETP
		• Community Education development priorities:
		  o Expand course portfolio
		• Inmate and Re-Entry Education development priorities:
		  o Expand inmate education partnerships and learning options portfolio
		  o Expand re-entry partnerships and learning options portfolio
		  o Expand/sustain integrated supports for incarcerated students
		  o Expand/sustain integrated supports for re-entry students
		• Work-based Learning and Apprenticeship development priorities:

NEAR HORIZON **1-2 YEARS**	**MEDIUM HORIZON** **3-4 YEARS**	**FURTHER HORIZON** **5+ YEARS**

NEAR HORIZON / 1-2 YEARS

- o Expand inmate education partnerships and learning options portfolio
- o Expand re-entry partnerships and learning options portfolio
- o Provide integrated supports for incarcerated students
- o Provide integrated supports for re-entry students
- Flexible learning options development priorities:
  - o Establish credit for prior learning (CPL) policies and procedures and portfolio of courses, including strategies for CPL noncredit-to-credit matriculation

MEDIUM HORIZON / 3-4 YEARS

- o Expand re-entry partnerships and learning options portfolio
- o Expand/sustain integrated supports for incarcerated students
- o Expand/sustain integrated supports for re-entry students
- Work-based Learning and Apprenticeship development priorities:
  - o Develop Cooperative Education including integrated Career Services
  - o Provide students with service learning projects to deepen knowledge and skills
  - o Develop Apprenticeships
- Flexible learning options development priorities:
  - o Expand number of CPL courses and CPL activities
  - o Develop strategy and priorities for other flexible learning approaches such as competency-based education, correspondence courses, microcredentials, etc.

FURTHER HORIZON / 5+ YEARS

- o Expand Cooperative Education
- o Expand Apprenticeships
- Flexible learning approaches development priorities:
  - o Expand number of CPL courses and CPL activities
  - o Develop strategy and priorities for developing other flexible learning approaches based on student and market needs

Equity

Ensure equity in access, success, and matriculation of students participating in noncredit and other learning options

Imperative

Potential Challenges

Considering the strategies and activities above, potential implementation challenges have been identified. These challenges are not necessarily unique to VVC and may not actually transpire. For purposes of this plan, they are included in an effort to raise awareness of additional matters that may need to be addressed in order to implement VVC's blueprint for Noncredit and Other Expanded Learning fully and successfully.

NEAR HORIZON **1-2 YEARS**	**MEDIUM HORIZON** **3-4 YEARS**	**FURTHER HORIZON** **5+ YEARS**

- Increasing awareness and understanding of the importance of noncredit and other expanded learning options
  - o For supporting and increasing student success
  - o For serving diverse populations with goals other than a credit-bearing certificate/degree
  - o For business/industry and community needs that extend beyond credit-bearing certificate and degree programs
  - o For maximizing VVCs performance on Vision for Success and Strong Workforce Program performance metrics
  - o For acquiring additional/alternative revenue sources and resources for VVC
- Increasing awareness and understanding of the importance of Credit for Prior Learning and mitigating myths and misperceptions
- Establishing noncredit and other expanded learning options as a priority in college resource allocations and budget decision-making
- Including noncredit and other expanded (FTES-generating) learning options in SEM plan, formulas, allocations, etc.
- Establishing and growing collaborative relationships and activities between noncredit/expanded learning options and organizational units with academic, student services, administrative services, and HR departments
- Changing mindsets and culture that perpetuates differential treatment of noncredit and other expanded learning options and students enrolled in them
- Establishing a "critical mass" of noncredit and other expanded learning courses, programs, enrollment, etc.

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS

- Making trade-off decisions about priorities for developing noncredit and other expanded learning options (mitigating the tendency to "want to do it all") which will be essential for achieving a "critical mass" of courses/programs
- Understanding the need to be flexible/adaptable with offerings – rather than offering same courses/programs each term, predicting demands, and changing offerings to maximize resources and results

Progress Indicators

Progress indicators will be established to monitor and drive Noncredit and Other Expanded Learning Options Development and measure the impact of strategies and activities (in blueprint above) on student outcomes and college goals. These indicators, and the timeline by which concerted efforts are expended towards them, are provided below.

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS

SUPPORTIVE INFRASTRUCTURE

- Approved, 3-year strategic plan for noncredit and other expanded learning options that is established, updated, and revised to keep pace with changing student, community, and college needs
- Sufficient organizational structures and resources in place for noncredit and other expanded learning options
- # of re-engineered or new processes to support or remove barriers for noncredit and other expanded learning options
- Approved strategic marketing and communications plan for noncredit and other expanded learning options that is updated and revised to keep pace with changing student, community, and college needs

STRATEGIC PORTFOLIO

- # of new noncredit courses and certificate programs (CDCPs) developed
- # and % of students completing a noncredit course, CDCP, and/or SWP noncredit milestone
- # and % of students (in targeted noncredit courses) that matriculate to credit
- # of contract education partnerships
- # of courses/options in the contract education portfolio
- # of courses/options offered at the California Logistics Airport Training Center
- # of inmate education/training partnerships
- # of services/resources in the incarcerated student support portfolio
- # of re-entry education/training partnerships
- # of services/resources in the re-entry student support portfolio
- Approved credit for prior learning policy
- # of courses approved for credit for prior learning
- # of credits awarded via credit for prior learning
- # and % of students participating in and completing a milestone (e.g., course, skill-level, etc.) in all expanded learning options above
- Annual increase in all indicators above

           - # of noncredit distance and digital courses and certificate programs
           - # of short-term noncredit CTE courses/certificate programs
           - # of contract education distance and digital courses and certificate programs
           - # and type of ETP courses/programs
           - # and type of community education courses/programs
           - # and type of work-based learning, cooperative education, and apprenticeship courses/programs
           - # of flexible learning strategies developed/implemented
           - Annual increase in all indicators above