Victor Valley College
Strategic Enrollment Management Plan

Mapping a Path to Greater Student Success

February 2021

CONTENTS

Introduction

The Victor Valley College (VVC) Strategic Enrollment Management (SEM) Plan utilizes a Completion by Design[1] framework applied to the College's enrollment management goals and strategies in alignment with VVC's 2020-2023 Strategic Plan, Educational Master Plan, and in support of the college's mission. The SEM Plan's focus is on student success, with the philosophy that VVC can continuously improve its recruitment of new students and improve its retention and support of students through to completion.

The plan was developed to operationalize and support the college's Educational Master Plan (EMP) after an 18-month comprehensive cycle, starting in Spring 2019 with a scan of the college's operating environment, which was followed by preparation and work system development in Summer 2019. Training sessions and unit-level planning commenced in Fall 2019 and continued through Spring 2020, with final adoption of the EMP by December 2020.

The strategies and activities identified in the unit-level plans or blueprints in the EMP provided source material for a concurrent project ("Class Schedule Redesign: Maximizing Student Access and Institutional Efficiency") in conjunction with the California Community College Chancellor's Office Strategic Enrollment Management (SEM) Academy. As one of 15 colleges selected for the SEM Academy Class of 2019, the college identified 3 key components on which its project focused:

▲ Baseline analysis. Does the schedule of courses meet students' needs? Does it do so efficiently? What improvements are necessary? What can we learn from promising practices here and at other colleges?

▲ Formalizing systems. What existing documents need to be reviewed and revised? What documents need to be created to establish more systematic, formal processes?

▲ Deploy and evaluate. Implement new process for development of the Fall 2021 schedule (during Fall 2020), check process and fine-tune as needed before developing Winter 2022 and Spring 2022 schedules. Post-mortem entire process and revise as necessary before next cycle.

Over the course of the academic year, the college's SEM Academy Team refined and deployed its project while receiving training and coaching services. While priorities evolved over that time, the main objective of *REDESIGNING CORE INSTITUTIONAL SYSTEMS TO BETTER SUPPORT STUDENT SUCCESS* did not change. Indeed, the SEM project enabled significant progress on ensuring integration of institutional plans and priorities: Student Equity and Achievement Plan (SEAP), Educational Master Plan (EMP), Guided Pathways, and (most recently) distance education. In this way, the identified targets in the SEAP are institutionalized across the entire college's planning portfolio. Specifically, the college shows consistent gaps among females across all SEAP outcomes (program completion, transfer course completion, retention/term-to-term persistence, successful enrollment); other student groups vary depending on the outcome but include African Americans, Latinx, and Foster Youth.

As a result of the college's participation in the SEM Academy, the college focused attention on its foundation: Improving institutional systems, structures, and processes that are significant and sustained over time. Students will benefit from teaching and services that are re-designed for their success, particularly those targeted in various action plans—most significant among them being this Strategic Enrollment Management Plan. In this way, the lessons learned from the SEM Academy project and the broad-based consensus on the EMP priorities provide a solid foundation for this Strategic Enrollment Management Plan.

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[1] https://www.completionbydesign.org/s/cbd-lmf

Additionally, at the conclusion of the SEM Academy, guiding principles were established to foster sound course scheduling decisions. These principles are included in the Appendix.

Purpose

The purpose of the VVC Strategic Enrollment Management Plan is to provide strategies for improving efficiency, quality, access, inclusiveness, and credential completion beginning with students' connection with and entry into the college and continues as they progress through and ultimately complete a program of study.

This plan is being used as a starting point and is meant to be adaptable in nature so it can evolve over time as conditions and needs change. Therefore, it does not cover a specific date range. Rather, it is imagined the plan will be reviewed and updated annually and include a two-year implementation roadmap to ensure continuous action and progress and guiding principles that support sound enrollment management decision making. The plan will guide the enrollment management process and will provide flexibility for creativity to implement activities and solutions. The strategies and activities within the plan can be utilized by the college to create sustainable models and practices that maximize the delivery of instructional and support services that enhance student connection, entry, progress, and completion. Implementation of the SEM Plan will also require the District's policies, procedures, and resources to focus on improving student success in alignment with VVC's Strategic Plan and Educational Master Plan.

Victor Valley College Values

As a student-centered learning organization, VVC will uphold the following core values through all of its endeavors including enrollment management.

▲ Excellence – providing superior service and educational learning opportunities.

▲ Integrity – guiding the college's actions with an internally consistent framework of principles.

▲ Accessibility – facilitating access to the college's programs from other locations.

▲ Diversity – valuing inclusion and different points of view and contributions of all groups..

▲ Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal.

▲ Innovation- providing creative approaches to learning, problem solving, and growth.

Alignment with District Goals and California Community College's Vision for Success

This strategic enrollment management plan was developed in alignment with the three Victor Valley Community College District Goals (outlined below) and with the California Community College's Vision for Success goals. Specific references to District and the Vision for Success goals are included throughout this plan.

## District Goal 1 - Student Experience and Success

VVC will empower students and cultivate excellence in student learning and achievement, transfer-level course completion, engagement, retention, persistence, graduation, transfer, and job placement for its graduates. VVC will champion an equity-minded frame that fosters responsible attitudes toward cultural diversity, personal responsibility, community engagement, inclusivity, and cultural humility.

District Goal 2 - High Quality Practice/Excellence

VVC will continue to develop and implement high-impact, student-centered practices, showcasing VVC's dynamic, diverse, and highly trained workforce, to promote equitable, innovative, and evidence-based best practices across all campus operations. VVC will continuously demonstrate the quality of its programs by conducting ongoing and systematic improvements using research, assessment, and the professional expertise of its workforce members.

District Goal 3 - Institutional Learning

VVC will transform its environment through its investments in a culture of inquiry that emphasizes engaged and collaborative learning through action research. Such powerful scholarship across campus will inspire meaningful contributions to the workforce and local community to create world class innovative teaching and student service practices. In turn, VVC will empower a new generation of lifelong learners with multi-cultural and global competencies.
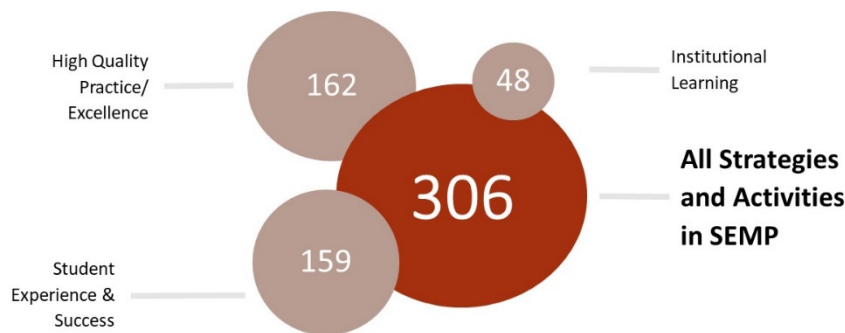
**District Goals and SEM Strategies and Activities**

Overall, included in this plan are 306 strategies and activities that are aligned with these District goals as follows: 161 address High Quality Practice/Excellence; 159 address Student Experience and Success, ad 48 address Institutional Learning.

Strategic Enrollment Management Model

Inter-connected, Mutually Reinforcing Components

Unifying strategic enrollment management planning and implementation efforts at VVC, is an emblematic model with inter-related and mutually reinforcing components. The model is meant to reflect a compass that guides the implementation of enrollment management strategies and activities that comprise a roadmap for increasing enrollment, persistence, and completion. An all-encompassing component of the model is the 360◦ dial and orienting lines representing an equity imperative (more fully described below). The magnetic needle, with a bearing in the center of the model, represents practices that VVC employs in the pursuit of enrollment management excellence. Together the equity imperative and pursuit of enrollment management excellence guides specific enrollment management strategies and activities that are undertaken throughout four, key loss or momentum stages in a student's journey at VVC: Connection, Entry, Progress, and Completion.
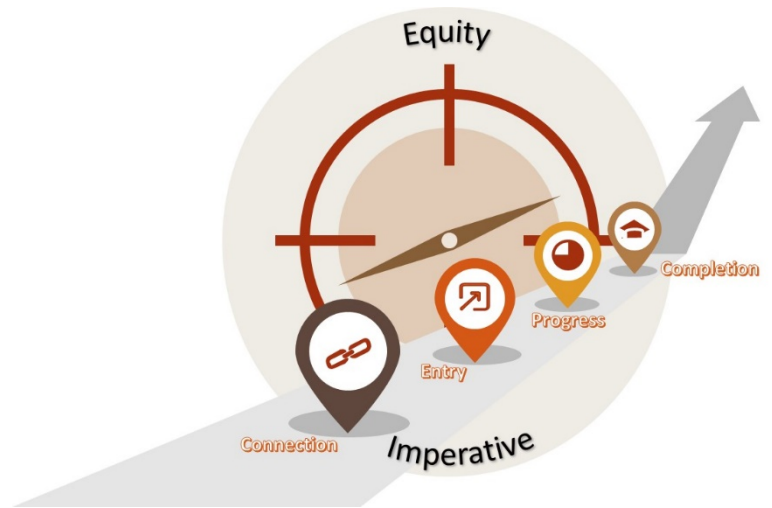
**Victor Valley College
Strategic Enrollment Management Model**

Equity Imperative

Guiding SEM planning and implementation, and this SEM Plan, is an equity imperative that illuminates VVC's commitment and persistent focus on equity. The equity imperative is exemplified by an equity-mindedness guiding paradigm that was adopted in VVC's Educational Master Plan. VVC strives to serve its growing diverse student populations and infuse equity-mindedness throughout instructional and support programs and college services and student equity is at the forefront of the college's mission, Strategic Plan, and Educational Master Plan. All of the college's activities and strategies, including enrollment management, focus on ensuring safeguards are in place to eradicate systemic and structural barriers for students of color, helping students achieve equal outcomes by closing achievement gaps, and providing the best possible access and success for students.

- Focus on racial equality
- Seek out existence of inhibiting practices
- Position equity as a comprehensive strategy with broad impact
- Uncover and eradicate institutional and systemic barriers that limit access, progress, and success
- Recognize growing enrollment of "historically" underserved students

Equity-Mindedness Guiding Paradigm

Throughout this plan there are 19 strategies and activities that directly address the equity imperative. They are denoted with this symbol.

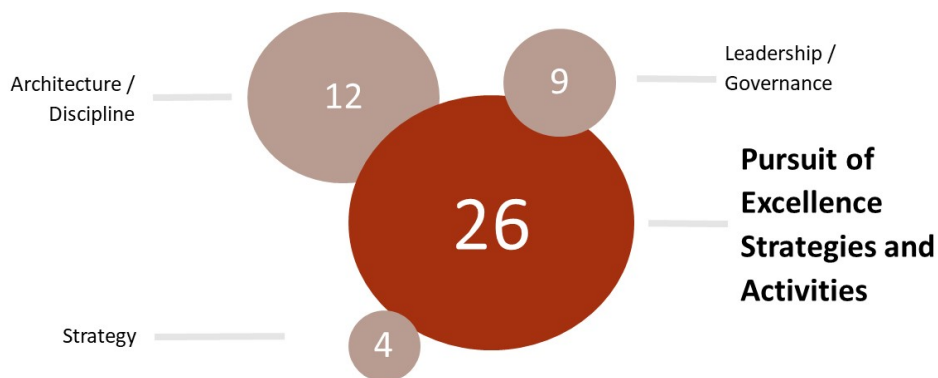# Pursuit of Enrollment Management Excellence

The SEM model also includes a pursuit of enrollment management excellence. This includes applying the excellence aspirations, building blocks, and practices--that were developed and adopted in VVC's Educational Master Plan--to enrollment management. While most of this SEM Plan is focused on "what" the college will need to do over the course of three years, **Pursuit of Enrollment Management Excellence is focused on "how"** the college does things to achieve greater results.

A framework (refer to diagram to the right) was adopted in the VVC Educational Master Plan and is also being utilized to "operationalize" enrollment management excellence. There are 4 institutional domains most critical for establishing, scaling, and sustaining excellence. Each of the 4 domains is also comprised of excellence building blocks.

Below is an initial, two-year roadmap to strategic enrollment management excellence at VVC utilizing this framework. Strategies and activities in the roadmap that are directly from VVC's Educational Master Plan are denoted by this symbol.

The road map includes 26 strategies and activities that address all four institutional domains as follows.

Pursuit of Strategic Enrollment Management Roadmap

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
STRATEGY					
STRATEGIC					
Establish and annually update strategic, student-centered SEM guiding principles, scheduling parameters, and strategic and efficient growth parameters	X	X		X	
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)	X			X	
Conduct a communications audit analyzing all messaging, communication channels and methods, staff responsibilities, etc. including ascertaining culturally-sensitive communications	X		X	X	
Establish, implement strategic communications plan for new and returning student enrollment (including outreach and marketing) focusing on connection entry, progress, completion - integrating Caring Campus (WOW strategies) and Guided Pathways strategies – and culturally-sensitive communications	X		X	X	
Develop communications strategies and messaging – utilizing cross-institutional teams (including faculty, frontline staff, counselors, etc.)	X			X	
STUDENT-CENTEREDNESS					
Conduct student journey mapping: identify issues impacting new, returning, and continuing student enrollment; develop/implement retention strategies including increasing incoming students' preparedness	X		X	X	
Develop and administer an annual exit survey of recent graduates to better understand their experiences at VVC, determine ways VVC can potentially improve and understand more about students' career or transfer choices		X	X	X	X
Ensure VVC website remains student-friendly, up-to-date, and easy to navigate on both mobile devices and computers	X	X	X	X	
LEADERSHIP / GOVERNANCE					
SUPPORT					
Establish an Enrollment Management Committee	X			X	

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
TRANSPARENCY/ACCOUNTABILITY					
Establish Std Hr./FTEF allocations (also tied to SEM formulas) that drive program offerings and are tied to performance benchmarks	X			X	
Make Std Hr. allocations based on past enrollment/completion performance and targets for improving enrollment growth and efficiency	X			X	
Link SEM benchmarking and activities to institutional effectiveness activities and initiatives (e.g. , outcomes assessment, program review, Guided Pathways, etc.	X	X		X	
Establish rigorous performance benchmarks and stretch goals for retention, persistence, and completion and that, conversely, automatically trigger program examination if significantly underperforming	X	X		X	
ARCHITECTURE / DISCIPLINE					
DATA/ANALYTICS					
Develop formulas/allocations such as Std Hrs./completions	X			X	
Establish SEM formulas/ratios that drive higher retention, persistence, and completion rates (e.g., Std Hrs/Completions, Headcount/Completions, etc.)	X			X	
Utilize program-based and student-pathway-based data, analysis, and strategies (which extends beyond typical course-based, discipline-based approaches)	X	X		X	X
Assist faculty and staff in developing meaningful, effective, and measurable student learning and service unit outcome assessment methodologies, including disaggregation, to improve and promote equitable student learning and student support services for all student groups	X	X		X	X
Assist student support services in the development of point of service (POS) surveys and process measures	X	X		X	X
Work with services and programs across campus to align service unit outcome assessments specific to enrollment management and key performance indicators		X		X	
Utilize predictive analytics to inform and explain student persistence:		X		X	X
• Implement a predictive analytics tool and build upon its findings		X		X	X
• Investigate the predictive utility of Rams Early Alert data		X		X	X
Utilize software to provide real-time enrollment and efficiency data to faculty and administrators to inform enrollment management implementation	X	X		X	

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
RESOURCES/TALENT					
Invest in adequate management and staff to support outreach, recruitment, marketing, communication, and student support, retention, and completion efforts	X	X		X	
Invest in software to identify prospective students		X		X	
Remain current with technological trends and practices:	X	X		X	
• Upgrade technology related to financial aid and enrollment to significantly reduce the need for students to engage in in-person enrollment processes	X			X	
• Invest in software that modifies student education plans based on choices they make, classes they do not take/pass, etc. to assist them in enrolling in the courses they need for future semesters and to inform course scheduling	X			X	
Utilize technology and data to market the college and instructional programs through efforts such as geo-mapping, social media, and QR readers	X	X		X	
Host an enrollment management retreat for deans and department heads specifically on how the college is funded including topics involving schedule creation and schedule management: Standard Hour and FTES targets, efficiency, budget, and data analysis	X			X	X
Inform faculty of what is budgeted for professional development opportunities, including for the development and assessment of course scheduling (to reduce schedule roll-over)	X				X
Provide professional development focused on enrollment management at key points each academic year:	X	X			X
• Provide opportunities for all faculty and staff to understand and improve enrollment management skills (e.g., communication, use of technology, teaching, processes)	X	X			X
• Provide opportunities for "targeted" or "just-in-time" professional development	X	X			X
Provide professional development opportunities to increase understanding and use of data to inform enrollment management:	X	X			X
• Increase data use workshops focused on understanding, interpreting, and utilizing enrollment and efficiency data	X	X			X
• Provide opportunities to assist faculty in interpreting labor market information and standard occupation codes, including in-demand skills	X	X			X
• Provide workshops focusing on basic definitions of efficiency concepts	X				
Implement professional development focused on retention including engagement strategies and providing students with a welcoming, supportive, and inclusive environment	X	X	X		X

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
Utilize professional development activities to build stronger partnerships between instruction and student support services	X	X		X	X
Scale student equity professional development to improve cultural competency and equity mindedness for members of all campus constituency groups	X	X	X	X	X
Provide opportunities for inter-disciplinary conversations of best practices among complementary disciplines	X	X			X
Provide professional development opportunities for faculty that support and encourage discipline currency, expertise in educational technologies (both currently adopted and potentially utilized at the college), and program innovation:	X	X			X
• Provide professional development on the utilization of Canvas as a tool for web-enhanced courses that engage students, as well as provide regular and effective student contact outside of class hours	X	X			X
• Provide professional development on open educational resources	X	X			X
Expand professional development opportunities for faculty teaching distance learning courses:	X	X			X
• Provide faculty who self-select to participate in online education with comprehensive professional development, including by continuing to support and refine the online teaching certification program	X	X			X
Provide innovative, data-driven teaching professional development:		X			X
• Provide time and resources for faculty to evaluate and share instructional best practices		X		X	X
• Provide time to evaluate and share systematic research and evaluation of student success, retention, persistence, and equity		X		X	X
ORGANIZATION					
Review the organizational structure related to VVC communications and external relations and ensure it is robust to implement enrollment management strategies and activities outlined in this SEMP	X			X	
CULTURE					
VALUES, MINDSETS, BEHAVIORS					
Develop a culture of collective responsibility for SEM including marketing, outreach, recruitment, efficiency, etc.		X		X	

Strategic Enrollment Management Committee

A Strategic Enrollment Management Committee should be established by the President in consultation with the College Council. The purpose of the committee is to review the college's performance on the strategic enrollment management plan, provide a venue for deliberation for ongoing improvement, and serve as advisory to college administration on matters related to the enrollment management. The Strategic Enrollment Management Committee membership should include administrators, staff, faculty, and students including individuals with access to information and other resources necessary to support committee activities.

Strategic Enrollment Management Loss/Momentum Framework

The Loss-Momentum Framework, developed by the national **Completion by Design**, initiative helps colleges identify where students most often meet their greatest obstacles to persistence and completion. The framework includes four key stages of the student experience—Connection, Entry, Progress, and Completion. The Loss/Momentum Framework supports colleges in designing every step of the student pathway with the end goal in mind and undergirds the Guided Pathways initiative underway in community colleges in California, including at VVC. The Loss/Momentum Framework is useful for identifying where students are likely to stumble or become sidetracked, and, conversely, where colleges can strategically intervene to prevent students from dropping out and improve their momentum toward program completion. For example, a typical lost point for students is not

Loss/Momentum Framework
Designing Every Step of Student's Pathway to Completion

Connection — Initial interest through submission of application and completion of intake process

Entry — Enrollment through completion of "gatekeeper" courses

Progress — Entry into program(s) of study through completion of 75% of requirements

Completion — Complete program(s) of study through earning a credential with labor market value

completing enrollment once the initial application is submitted. An example of a momentum strategy for this loss point is increasing students' understanding of college application processes and providing one-on-one enrollment assistance.

For purposes of this plan, VVC is using the Loss/Momentum Framework to identify and implement key strategies and activities that can mitigate potential student obstacles and/or serve as linchpins for institutional transformation that leads to greater student momentum and success.

Several goals and 16 strategic focus areas have been established for each of the four phases of the student experience and are summarized in the table below.

| CONNECTION INITIAL INTEREST THROUGH SUBMISSION OF APPLICATION AND COMPLETION OF INTAKE PROCESS	ENTRY ENROLLMENT THROUGH COMPLETION OF "GATEKEEPER" COURSES	PROGRESS ENTRY INTO PROGRAM(S) OF STUDY THROUGH COMPLETION OF 75% OF REQUIREMENTS	COMPLETION COMPLETE PROGRAM(S) OF STUDY THROUGH EARNING A CREDENTIAL WITH LABOR MARKET VALUE
GOAL(S)			

• Encourage prospective students to apply and complete the application and intake process in a timely manner so they:
  o set education and career goals and
  o develop a plan for college and career success and enroll in initial coursework appropriate to their level of readiness and goals.
	• Help students choose and enter a program of study that matches their interests as quickly as possible.
	• Support students from initial enrollment into VVC through the point of passing college-level "gatekeeper" courses, such as math and English.
		• Help students get to the point where completion is in sight by ensuring:
		  o programs are focused and streamlined and
		  o more flexible learning options are available.
			• Support students through to completion of final coursework for chosen program(s) of study.
			• Assist students as they transition to a transfer institution or world of work.

STRATEGIC FOCUS AREA(S)			
• Marketing and Communication • Outreach and Recruitment	• Marketing and Communication • Matriculation Conversion • Innovation • Pathways	• Marketing and Communication • Curriculum and Programmatic Offerings • Student Learning • Scheduling • Student Retention and Success • Online Learner Support • Student Wellness	• Marketing and Communication • Transition Services and Support • Continued Connections

Connection

The goal of the Connection stage is to:

▲ Encourage prospective students to apply and complete the application and intake process in a timely manner so they

  • set education and career goals and

  • develop a plan for college and career success and enroll in initial coursework appropriate to their level of readiness and goals.

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Below is an initial, two-year roadmap with 45 strategies and activities for achieving the Connection goal above through two strategic enrollment management focus areas: Marketing and Communication and Outreach and Recruitment.
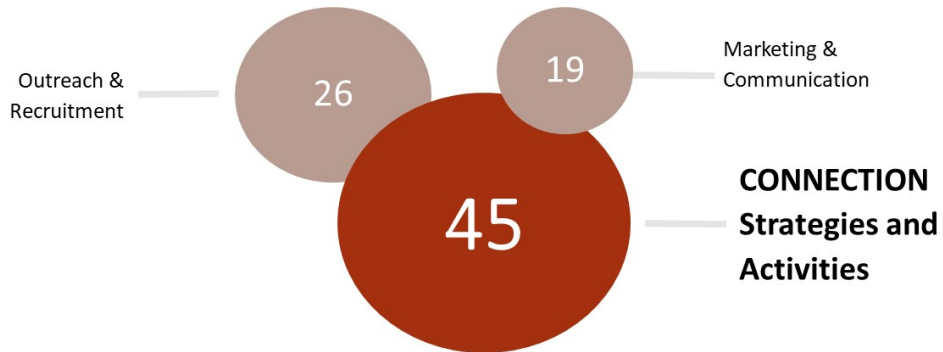
Outreach & Recruitment — **26**

Marketing & Communication — **19**

45 — **CONNECTION Strategies and Activities**

Strategies and activities in the roadmap that are directly from VVC's Educational Master Plan are denoted by red font and this symbol. 📓 Additionally, strategies and activities that support VVC's equity imperative are identified by this symbol. ⚙

Connection Roadmap

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
MARKETING AND COMMUNICATION					
Develop and implement a prospective student/business/partner marketing plan	X	X		X	
Identify segments of prospective students	X		X	X	
Implement targeted marketing campaigns to inform students of educational opportunities and programs tailored to their unique and diverse interests and needs ⚙		X	X	X	
Provide regular and consistent communication with the community and prospective students to keep them informed of enrollment opportunities and registration dates	X	X	X	X	

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
Through Strong Workforce Program and Adult Education grants, utilize a marketing and communications consultant to support outreach and recruitment for career technical education programs	X	X		X	
• Conduct market and audience research focused on demographic groups in and around VVC	X			X	
• Prepare a comprehensive strategic marketing and communication plan for career-technical education and adult education programs and services	X			X	
• Participate in regional marketing efforts associated with the Strong Workforce Program	X	X		X	
• Develop digital and print media materials, marketing videos, digital and outdoor advertisements, radio and TV commercials, and promotional items		X		X	
• Increase VVC's social media presence		X		X	
• Promote skill builder opportunities that culminate in the completion of 9+ CTE units, and/or Strong Workforce Program goal, and or Adult Education goal		X		X	
Invest in website tools and capabilities to inform, recruit, orient, and enroll prospective students	X			X	
Expand website resources to inform, recruit, orient, and enroll prospective students		X		X	
Market Ram Paths/Career Learning Pathways in connection with VVC's guided pathways efforts		X		X	
In collaboration with Perkins Oversight Committee and the Student Equity and Achievement Committee, develop and implement intentional marketing strategies and practices to prospective students from disproportionately impacted groups		X	X		
Develop and implement system for conducting ongoing, continuous marketing and communication efforts		X		X	
Identify/develop and implement at least 3 Caring Campus behavioral commitments related to marketing and communication at the connection phase	X	X	X		
OUTREACH AND RECRUITMENT					
Ensure coordination of all outreach activities	X	X		X	
• Host open house events for prospective students and businesses within the High Desert community	X			X	
• Participate in high school- and university-hosted open houses and career nights to highlight opportunities at VVC	X			X	
• Develop and systematically implement follow-up communication/activities with prospective students and businesses that participate in outreach activities	X	X	X		
• Increase department representation, participation at all outreach activities		X		X	

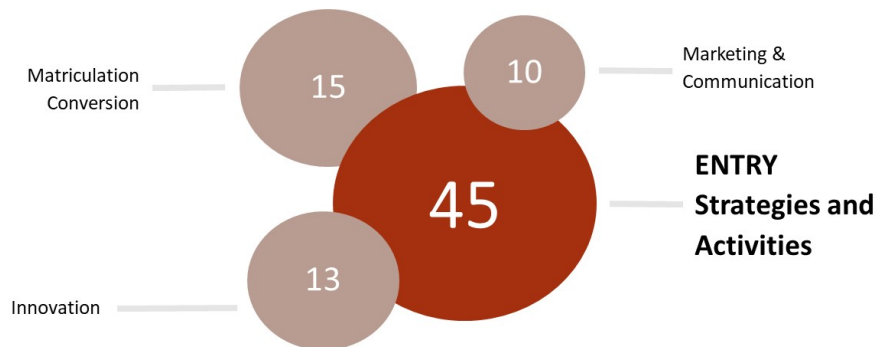|	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
Engage in and expand partnerships with ALL High Desert Unified School Districts	X	X		X	
• Inform students eligible for partnership programs, and their parents, about opportunities at VVC	X		X		
• Provide relevant college and career dual enrollment courses so students may complete at least 9 units in a chosen program of study while still in K12	X	X	X		
• Engage in early and continued college support and outreach activities	X	X	X		
• Offer matriculation services (i.e., assessment, orientation, counseling, abbreviated student education plan development) to high school seniors and information/services to parents		X	X		
Develop and implement a plan and partnership with ALL High Desert middle and high schools	X	X		X	
• Ensure regular sharing of information and program updates between VVC and High Desert USD counselors, staff, and transfer center coordinators	X	X		X	X
• Offer "Early Bird" events, resources, and incentives (i.e., full day event specifically for incoming high school graduates in fall that includes campus tour, assessment, orientation, counseling, abbreviated student education plan development, and attendance to the College Majors and Student Resources Fair)	X			X	
• Expand data sharing between High Desert USD, VVC, and CSU	X			X	
• Provide fourth-grade tours to expose elementary school students to college and career options		X	X		
• Develop a school pledge with parents to support a college-going culture, behaviors, and achievement of key progress milestones		X	X		
Reinforce VVC Enrollment Services partnerships to increase financial aid awareness among high school counselors	X	X	X		
Partner with CCAP and other high schools to connect programs of study from high school to college providing seamless transitions for students	X	X		X	
Expand partnerships with community organizations to increase job skills and education for community members	X	X		X	
• Expand outreach to local adult school	X	X		X	
• Increase collaboration with industry partners, employers, and community agencies to develop and strengthen educational opportunities		X		X	
• Focus on workplace learning such as internships and work experience opportunities		X	X		
Develop intentional outreach and recruitment strategies to prospective students from disproportionately impacted groups	X	X	X		

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
Create popup registration stations in high traffic areas across the High Desert		X		X	
Develop college-ready workshops (virtual, in-person, etc.) for students and parents including assistance with financial aid application	X		X		
Conduct college-ready workshops (virtual, in-person, etc.)		X	X		
Identify/develop and implement at least 3 Caring Campus behavioral commitments related to outreach and recruitment at the connection phase	X	X	X		

Entry

The goals of the Entry stage are to:

▲ Help students choose and enter a program of study that matches their interests as quickly as possible.

▲ Support students from initial enrollment into VVC through the point of passing college-level "gatekeeper" courses, such as math and English.

Below is an initial, two-year roadmap with 45 strategies and activities for achieving the Entry goals above through four strategic enrollment management focus areas: Marketing and Communication, Matriculation Conversion, Innovation, and Pathways. Strategies and activities in the roadmap that are directly from VVC's Educational Master Plan are denoted by red font and this symbol. 📋 Additionally, strategies and activities that support VVC's equity imperative are identified by this symbol. ⊗

Entry Roadmap

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
MARKETING AND COMMUNICATION					
Provide all students with vvc.edu email addresses to increase access to students via email	X		X		
Implement math and English campaigns to encourage students to enroll in the math and English courses they are placed in upon entry to VVC and continue to enroll in subsequent courses within the sequence through completion of college-level math and English	X			X	
Celebrate students' successful completion of each sequence of courses by sending them positive communication and nudging them to enroll in the next level course	X		X		
Educate and inform full-time students about the potential benefits of taking fifteen units a semester	X		X		
Promote the college's support services such as the student success centers, tutoring, and supplemental instruction particularly to students from disproportionately impacted groups	X			X	
Strategically develop, implement, and utilize CCC Apply application questions to ascertain students support needs with immediate follow-up with targeted information and resources		X	X		X
Establish, implement student engagement strategies for connection/entry, retention, and persistence	X	X	X		
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)	X	X	X		
Identify/develop and implement at least 3 Caring Campus behavioral commitments related to marketing and communication at the entry phase	X	X	X		
MATRICULATION CONVERSION					
Provide free bus pass, with student ID to utilize matriculation services	X		X		
Collaborate with VVTA to create student-centered bus schedules		X	X		
Explore alternative on- and inter-campus modes of sustainable transportation		X		X	

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
Use the One Stop to greet, welcome, and assist students as they begin their educational paths at the College and market this resource to the community	X	X	X		
• Invest in staff and resources to welcome students	X		X		
• Raise awareness and utilization of the student portal	X		X		
• Increase utilization of the student portal		X	X		
Develop specific strategies for serving first generation students and students from disproportionately impacted groups	X		X		
Offer specific strategies for serving first generation students and students from disproportionately impacted groups		X	X		
Coordinate, implement, and improve the matriculation conversion plan that focuses on converting students from applicants to enrollees through the use of communication campaigns and targeted, personalized communication and nudges at each phase of student entry (application, orientation, assessment, student educational planning)	X	X		X	
Institutionalize and offer Rams Express Days to provide students with a streamlined enrollment experience where they complete all matriculation services and receive registration assistance in a single day; create and implement a similar, virtual enrollment experience	X	X	X		
Develop and implement in-person and virtual workshops for new incoming students including the new student, counseling plus registration (CPR) and educational planning workshops	X	X	X		
Increase offerings of and enrollment in career counseling and orientation for college success courses	X	X	X		
Provide transcript evaluations for incoming students with transcripts from other colleges and universities to assist in educational planning and future graduation checks	X	X	X		
Develop and implement strategies to assist students transitioning from noncredit to credit programs		X	X		
Identify/develop and implement at least 3 Caring Campus behavioral commitments related to matriculation conversion at the entry phase	X	X	X		
INNOVATION					
Innovate to achieve student success in development courses and activities	X	X	X		
• Expand strategies and utilization of multiple measures to place students in developmental course sequences		X	X		
• Support and evaluate current innovations in developmental courses such as reading, English, English as a second language, and math including compressed and accelerated course sections with contextualized instruction and aligning	X	X	X		

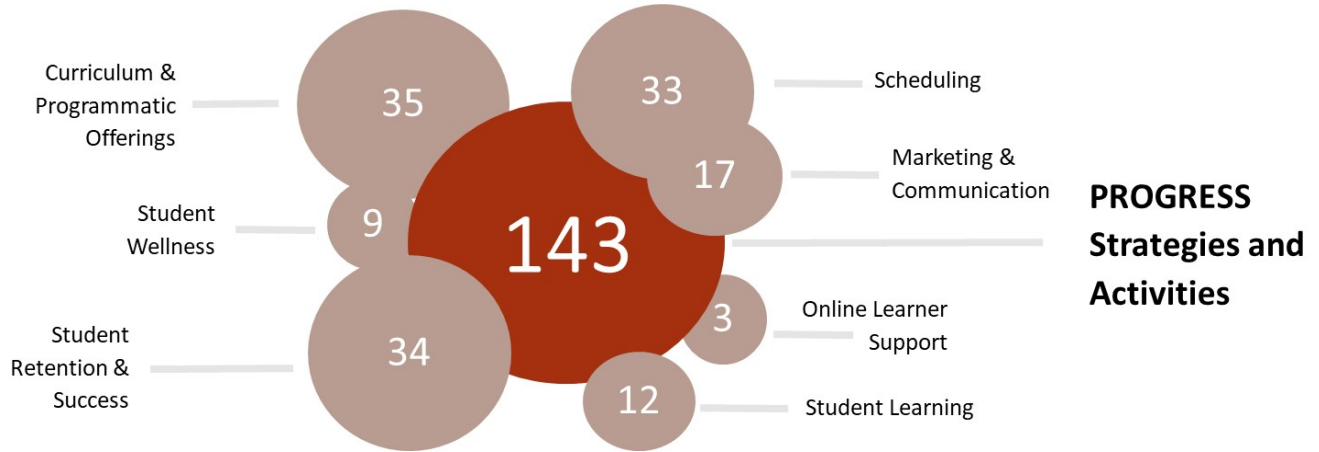|	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
students' developmental coursework with programs of study					
• Develop further models for accelerating students' progress through developmental coursework and supporting policies and practices that enable the college to deliver most effective models at scale	X	X	X		
• Disaggregate retention and success data from these programs to determine if equity gaps have been narrowed or eliminated; make revisions as needed for improved success	X		X		
• Develop videos for students by students on "How to Succeed in College"	X		X		
• Disseminate and market "How to Succeed in College" videos on VVC YouTube channel		X	X	X	
• Expand foundational skills education in a non-credit format		X	X		
• Scale highly effective (based on evaluation results) innovations in basic skills reading, English, English as a second language, and math		X	X	X	
Consider developing and implementing an Accelerated Weekend and/or Evening College and/or other strategy(ies) for accelerating completion		X	X	X	
• Conduct an environmental scan on the viability of these programs and best practices		X			
Develop low-cost educational opportunities such as zero textbook cost degrees (Zdegrees), stackable credentials that lead to employment and feed into additional educational opportunities, noncredit Career Development and College Preparation certificates, and programs that align with labor market needs and current and emerging skill expectations from employers	X	X	X		
Create alternative and innovative adult education non-credit courses and programs to meet needs of diverse student populations	X	X	X		
Identify/develop and implement at least 3 Caring Campus behavioral commitments related to innovation at the entry phase	X	X	X		

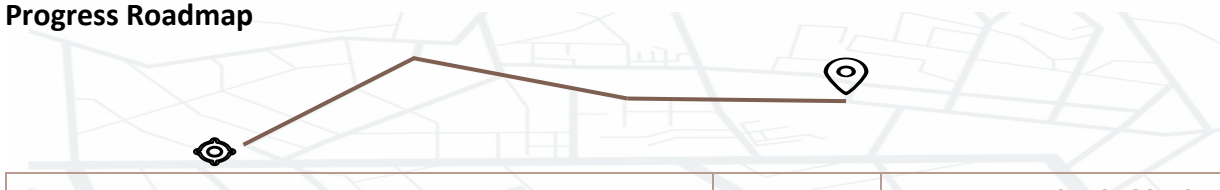|	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
PATHWAYS					
Expand the Career Center	X	X	X	X	
• Provide and inform all students with the opportunity, upon entry to the college, to engage in one-on one services to assist in career and major identification and exploration	X	X	X	X	
• Through the college website and career center, provide students with relevant and accurate labor market information to inform their major and career decisions	X			X	
• Invest in career tools, for student use, on the VVC website	X	X		X	
• Conduct specific and focused career days for each Ram Path/Career and Learning Pathway	X	X	X		
• Develop and implement specific strategies for supporting skills builders as they enter VVC to gain the skills needed to obtain wage gains in the workplace		X	X		
Implement Guided Pathways activities in EMP and from all Guided Pathways efforts at VVC, including the development or program roadmaps (refer to the Guided Pathways section of the VVC EMP, pages 24-29) 📓	X	X			
Identify/develop and implement at least 3 Caring Campus behavioral commitments related to pathways at the entry phase	X	X	X		

Progress

The goal of the Progress stage is to:

▲ Help students get to the point where completion is in sight by ensuring:.

  • programs are focused and streamlined and

  • more flexible learning options are available.

Below is an initial, two-year roadmap with 143 strategies and activities for achieving the Progress goal above through seven strategic enrollment management focus areas: Marketing and Communication, Curriculum and Programmatic Offerings, Student Learning, Scheduling, Student Retention and Success, Online Learner Support, Student Wellness. Strategies and activities in the roadmap that are directly from VVC's Educational Master Plan are denoted by red font and this symbol. 📓 Additionally, strategies and activities that support VVC's equity imperative are identified by this symbol. 🌀

Curriculum & Programmatic Offerings — 35

Scheduling — 33

Marketing & Communication — 17

Student Wellness — 9

143

Online Learner Support — 3

Student Retention & Success — 34

Student Learning — 12

PROGRESS Strategies and Activities

Progress Roadmap

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
MARKETING AND COMMUNICATION					
Conduct targeted marketing and communication that encourages students to stay on track to achieve their educational goals	X	X	X		
• In alignment with the Community College Completion, implement a "15 to Finish"/"30 and There" campaign	X		X		
• Implement targeted, instructional program marketing efforts	X	X		X	
• Create marketing brochures for academic programs and departments	X			X	
• Promote the benefits of meeting with a counselor to develop a comprehensive student education plan (SEP); increase number/percentage of students with an education plan within first semester of enrollment	X	X	X		
• Improve and enhance nudging activities during identified critical points for students through email blasts, text messaging, and phone bank communication	X		X		
• Conduct communication activities that encourage "stop-out" student re-enrollment		X	X	X	
• Provide faculty with the information and tools to be enrollment ambassadors		X		X	X
• Increase student awareness of programs offered fully online		X	X		

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
Enhance and expand internal marketing efforts to assist students with identifying courses, programs, and career pathways (e.g., ADT's, cost of community college vs. others, program pathways, articulation agreements with universities)	X	X	X		
Ensure alignment of college-wide communication efforts	X	X		X	
Develop a college-wide, coordinated student communication plan that centralizes key student communications that are customized, timely, relevant, and consistent	X			X	
Improve, realign, and streamline call center operations to ensure inbound calls are answered efficiently and effectively		X		X	
Celebrate student successes through positive communication	X	X	X		
Increase student awareness and utilization of student supports available to them on-campus and online	X	X	X		
Identify/develop and implement at least 3 Caring Campus behavioral commitments related to marketing and communication at the progress phase	X	X	X		
CURRICULUM & PROGRAMMATIC OFFERINGS					
Ensure appropriate curriculum modifications and development	X	X		X	
• Streamline, decrease duration of curriculum development/approval processes, including implementing automated and time-limited workflows	X			X	
• Develop indicators and procedures for triggering a "thrivability" process for underperforming programs; initiate procedures/process	X			X	
• Identify and implement curriculum changes and additions to meet the needs and desires of diverse student populations/targeted student segments	X		X	X	
• Develop data-driven criteria, policies/procedures for all program development based on potential market demand (refer to environmental scan and High Desert economic studies) and student demand and in light of VVC's new definition of "programs"	X			X	
• Support faculty in the development of terminal associate degrees that meet local needs, associate degrees for transfer (ADTs), and certificates (credit and non-credit) – refer to Strategic and Efficient Enrollment Growth Priority Area and Academic Program Goals in EMP	X	X		X	
• Create stackable certificates within higher-unit certificate, AS, and ADT programs (sequencing courses within and across disciplines)	X			X	
• Identify facility and other limitations contributing to "impacted" programs; develop mitigating strategies	X			X	

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
• Create and routinely update program roadmaps	X	X		X	
• Infuse academic programs with cultural competency to prepare students to be global citizens and to promote VVC equity-mindedness and inclusion		X		X	
• Support faculty in conducting meaningful evaluation efforts of courses, programs, and delivery methods in an effort to strengthen curriculum through appropriate modifications that meet diverse needs of students and ensure equitable outcomes	X	X	X		X
• Support faculty to meet students where they are by embracing a cultural capital approach to teaching and support	X	X		X	X
• Encourage faculty to integrate appropriate open educational resources, multicultural perspectives, and universal design into teaching and learning environments to attract and inclusively/equitably serve a diverse student body	X	X	X	X	
• Expand online and hybrid course offerings and programs to provide students with more options to complete degrees and certificates fully online – refer to Educational Master Plan, Distance and Digital Learning Expansion and Enhancements key priority area (specifically the Distance and Digital Learning Strategic Portfolio section of the blueprint for success (Pages 42-43)) and academic program plans.	X	X		X	
• Continuously evaluate, strengthen, and expand online/hybrid courses and program offerings	X	X		X	X
• Revise VVC's definition of academic "programs" to be credential-, completion-based (e.g., certificate, degree, ADT, etc.) and in alignment with funding formula definitions; link/utilize new definition in program review and assessment processes	X			X	
• In keeping with Guided Pathways principles:					
○ eliminate stand-alone courses (courses not required for certificate/degree)	X			X	
○ limit number of courses per the same certificate/degree/transfer requirement based on past enrollment performance and in keeping with Guided Pathways principles	X			X	
○ limit electives including number of electives per the same certificate/degree requirement	X			X	
○ 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	X			X	
○ implement "guided choices" including linking efforts to limit number of courses per certificate/degree/transfer requirement	X		X	X	

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
• Examine curriculum patterns and data to identify gaps/issues that impede retention, persistence, and completion and in keeping with Guided Pathways principles including:	X			X	
o 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	X			X	
o High-unit courses (greater than 5 units) - modularizing into multiple, lower-unit courses	X			X	
o Electives not meeting certificate/degree completion requirements	X			X	
o Number of courses that fulfill the same degree or transfer requirement	X			X	
o Number of electives that fulfill the same certificate/degree requirement	X			X	
o Recommended sequence of courses in program; does the sequence correspond with course schedules	X			X	
Promote and implement multiple instructional delivery systems that meet the diverse needs of both traditional and non-traditional students including distance education innovations that promote student success		X	X		
Expand internship opportunities through appropriate curriculum processes – refer to the EMP Noncredit and Other Expanded Learning Options key priority area, specifically the Supportive Infrastructure section of the blueprint for success (medium horizon, page 48)		X	X		
Adopt a more systematic and rigorous approach to offering online classes through participation in the Online Educational Initiative (OEI) program through the California Community College Chancellor's Office	X	X	X		
• Expand the utilization of EAB Navigate through OEI	X		X		
• Utilize strategies and techniques from OEI for increasing success for online students, with the goal of eliminating student equity gaps	X	X	X		
• Increase number of courses offered in the OEI course exchange		X		X	
Identify/develop and implement at least 3 Caring Campus behavioral commitments related to curriculum and programmatic offerings at the progress phase	X	X	X		

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
STUDENT LEARNING					
Support faculty as they embrace innovative teaching strategies that streamline time to completion and effectively utilize educational technologies that make the delivery of instruction and classroom management more effective and efficient	X	X			X
• Increase collaboration between faculty including between instructional and counseling faculty	X			X	X
• Support faculty as they embrace and implement applied learning, experiential learning, work-based learning, etc.		X	X		X
Support faculty and staff innovation to improve equitable student success	X	X	X		X
• Support faculty to utilize equity-minded pedagogical innovation and practices	X	X	X		X
• Support pedagogical innovation (e.g., metacognition, reading apprenticeship) across disciplines	X	X	X		X
• Utilize equity-minded, pedagogical innovation and practices in service areas	X	X	X		X
Support student learning through learning and academic resources and services	X	X	X		
• Enhance coordination between discipline faculty and academic support services	X	X		X	
• Develop and fully implement early and other alert systems/processes to monitor and intervene when students get off-track and to provide positive reinforcement to students	X	X	X		
• Engage in positive nudges via email and written communication to students as they complete key milestones	X	X	X		
• Organize and implement celebrations for Dean's List students each year	X	X	X		
Identify/develop and implement at least 3 Caring Campus behavioral commitments related to student learning at the progress phase	X	X	X		
SCHEDULING					
Create and implement a student-centered scheduling system that ensures students' progress and completion	X	X	X	X	
• Review, analyze, update, and disseminate standardized guidelines, benchmark, and efficiency reports for course scheduling	X	X		X	
• Actively monitor schedule and adjust to meet student needs	X	X	X	X	
• Review start times and scheduling patterns to ensure students are able to enroll in required courses for program of study	X	X	X	X	

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
• Hold scheduling summits for coordination of classes in similar areas during each intersession	X	X		X	
• Create specific course offerings over non-primetime blocks	X	X	X	X	
• Utilize Student Education Plans (SEPs) and Guided Pathways principles to inform course offerings such as identifying strategic course offerings to enhance pathways	X	X		X	
• Identify program of study capstone courses, course sequences, and specialty courses to develop more flexible and varied scheduling practices and opportunities	X	X		X	
• Increase online course offerings to meet student demand for online sections	X	X	X	X	
• Schedule high-demand courses and courses required to complete programs of study	X	X	X	X	
• Consider new data collection around scheduling systems	X	X		X	
• Implement course cancellation tracking	X	X		X	
• Conduct a collaborative review, including counselors, of the schedule before each term	X	X		X	
• Design class schedule to be student friendly including a schedule that is easy to use and that accommodates students' schedules and completion in a timely manner	X	X	X	X	
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 such as:	X			X	
• Overlapping courses	X			X	
• Long gaps between courses	X			X	
• Alternating term offerings (courses only offered in fall or spring)	X			X	
• Schedules that assume students are full-time, day-time, and start in fall semester	X			X	
• Insufficient coordination of scheduling required courses that span multiple departments (e.g., scheduling by program rather than by discipline/department)	X			X	
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)	X			X	
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	X	X		X	
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	X	X		X	

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
Establish scheduling parameters that maximize STD Hrs., FTES, and completions	X			X	
Establish scheduling parameters to achieve dual enrollment performance goals (e.g., completion of 9+ certificate/degree applicable units while in high school)	X			X	
Provide robust winter and summer sessions to meet student demand informed by student education plans and enrollment management data	X	X	X		
Increase student awareness and use of Schedule Builder software to predict student demand and inform scheduling	X	X	X		
Monitor FTES trends based on Standard Hour and seat utilization, by part-time vs. full-time, to focus on improving FTES generation and Standard Hour efficiency; and establish budgets to achieve Standard Hour utilization and FTES targets	X	X		X	
Implement scheduling software and utilize enrollment benchmark ratios (e.g., fill rates, seat utilization, overloaded courses, and underutilized courses) in scheduling processes		X		X	
Reallocate room space and utilize scheduling software to inform room utilization		X		X	
• Optimize large classroom assignments and lab space		X		X	
• Place classes in appropriately sized rooms to manage classroom efficiency		X		X	
• Reallocate classroom space to ensure that departments are assigned close to course outline caps and are pedagogically equipped		X		X	
Identify/develop and implement at least 3 Caring Campus behavioral commitments related to scheduling at the progress phase	X	X	X		
STUDENT RETENTION AND SUCCESS					
Expand and improve student retention interventions	X	X	X		
• 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	X	X	X		
• Expand the Call Center to communicate to stop-out students and encourage re-enrollment	X	X	X		
• Implement within semester progress milestones/activities for faculty (e.g., exclusions, mid-term grades, etc.) and get 100% faculty participation and completion	X	X		X	
• Develop and fully implement early and other alert systems/processes to monitor and intervene when	X	X	X		

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
students get off-track and to provide positive reinforcement to students					
• Coordinate and implement systematized student probation interventions	X	X	X		
• Pilot and evaluate academic success teams to address students experiencing challenges with course completion and success	X		X	X	X
• Design appropriate response strategies and personalized action plans for tiers of at-risk students	X	X	X		
• Increase availability of online counseling	X		X		
• Evaluate and expand online tutoring options	X		X		
• Develop and utilize equity-minded strategies for reaching out to students from disproportionately impacted groups to prevent stop-out and encourage re-enrollment of those who have stopped-out	X	X	X		
• Develop a Success Center support model for gateway and gatekeeper courses		X	X	X	
• Explore, choose, and then implement various student support models such as those being implemented at other community colleges as part of their Guided Pathways efforts					X
Provide students with clear and structured paths to completion, transfer, and world of work	X	X	X		
• Increase number/% of students with abbreviated and comprehensive student educational plans, with a focused priority on students from disproportionately impacted groups	X	X	X		
• Connect students with four-year colleges and universities prior to applications through campus visits, counseling, transfer fairs, and campus representative appointments	X	X	X		
• Develop Major Declaration Days to inform students of program offerings, potential careers, the opportunity to speak with counselors, and declare a major	X	X	X		
• Expand the school liaison counseling model to provide students with support experiences tailored to their programs of study	X	X	X		
• Engage faculty as ambassadors for continued student enrollment		X	X		
Increase student connection to the college community and local industries	X	X	X		
• Support faculty in the identification, selection, and development of clubs that align with students' programs of study	X				X
• Connect students with clubs and organizations to increase student engagement and involvement	X	X	X		
• Provide inviting and welcoming spaces for students to study in groups and socialize	X	X	X		

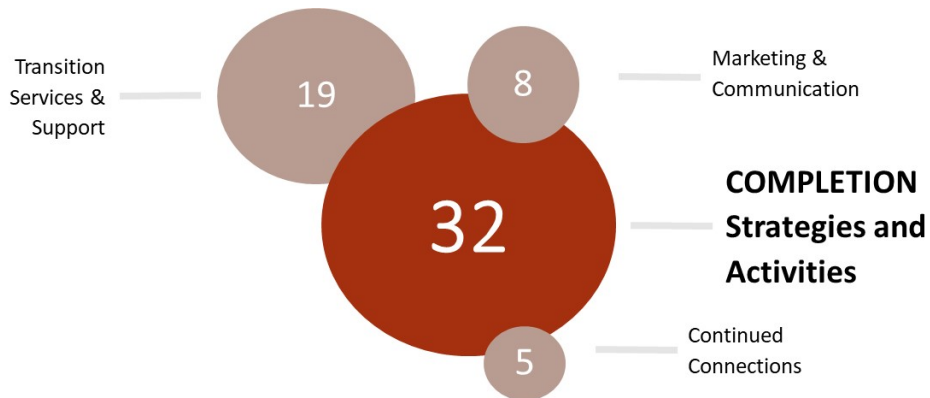|	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
• Scale, structure, and organize work-based learning activities and connect students to these activities through the career center		X	X		
Routinely conduct systematic research on students who stop out and develop actions to address improving retention rates, focusing also on strategies for students in disproportionately impacted groups	X	X		X	X
Streamline processes and increase student understanding of Enrollment Services	X	X	X	X	
• Streamline student loan application process	X		X		
• Engage in business process review of financial aid to increase efficiency	X		X		
• Review the drop for non-payment policy to ensure more students are prepared and have the opportunity to apply for resources prior to the drop date	X		X		
• Improve student access, by creating an online form and workflows, to the appeals process for any loss of their California College Promise Grant	X		X		
• Enhance priority registration groups to ensure the college is supporting completion and inclusion of targeted student groups (e.g., students with high unit count close to completion)	X	X	X		
• Provide a single sign-on financial aid appeals tool to increase student access and remove financial aid barriers	X	X	X		
Identify/develop and implement at least 3 Caring Campus behavioral commitments related to student retention and success at the progress phase	X	X	X		
ONLINE LEARNER SUPPORT					
Provide virtual orientation/training to all students	X	X	X		
Provide remediation and support as needed for students taking online classes	X	X	X		
Provide online access for students to the same services on-campus students receive	X	X	X		
Identify/develop and implement at least 3 Caring Campus behavioral commitments related to online learner support at the progress phase	X	X	X		
STUDENT WELLNESS					
Provide additional supports and services to address student social, emotional, and financial needs (e.g., homelessness, food insecurity, mental health, soft skills) to improve student wellness and success in achieving educational goals	X	X	X		
• Survey students to solicit input and feedback on how to best address their needs	X	X	X	X	X
• Provide students with strategies to reduce stress during midterms and finals	X	X	X		

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
• Provide responsive group support options for students following unexpected national, state, or local occurrences, events, or decisions that may induce chronic stress	X	X	X		
• Increase one-on-one and small group information sessions on topics such as improving self-esteem, steps to positive health, effectively managing stressors, etc.	X	X	X		
• Provide workshops, tools, and clear guidance for faculty and staff on how to identify and respond to distressed students, students in crisis, students experiencing food insecurity or homelessness, mental health issues etc. and connect these students to appropriate and available resources	X	X		X	X
• Provide referrals for students to local agencies that provide social and emotional services	X	X	X		
• Scale financial aid literacy and wellness workshop offerings	X	X	X		
• Continuously educate campus on strategies to serve students with special needs (e.g., Veterans, DSPS, first generation)	X	X			X
Identify/develop and implement at least 3 Caring Campus behavioral commitments related to student wellness at the progress phase	X	X	X		

Completion

The goals of the Completion stage are to:

▲ Support students through to completion of final coursework for chosen program(s) of study.

▲ Assist students as they transition to a transfer institution or world of work.

Below is an initial, two-year roadmap with 45 strategies and activities for achieving the Completion goals above through three strategic enrollment management focus areas: Marketing and Communication, Transition Services and Support, and Continued Connections.

Transition Services & Support — 19
Marketing & Communication — 8
COMPLETION Strategies and Activities — 32
Continued Connections — 5

Completion Roadmap

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
MARKETING AND COMMUNICATION					
Target students who have completed 45+ units toward their degrees	X	X	X		
• Ensure schedule includes necessary courses for students who have earned 45+ units toward their degrees	X	X	X		
Provide targeted communication to students who qualify for certificates of accomplishment or achievement	X	X	X	X	
Through the VVC Transfer Center, utilize the Transfer Interest Database, VVC website homepage, social media platforms, outreach tabling, and directed student emails, inform students of application filing periods and other important transfer deadlines	X	X	X		
Ensure students are notified and understand graduation requirements and deadlines	X	X	X		
Ensure timely communication regarding graduation and other commencement-related ceremonies	X	X	X		
Identify/develop and implement at least 3 Caring Campus behavioral commitments related to marketing and communication at the completion phase	X	X	X		
TRANSITION SERVICES & SUPPORT					
Support students with graduation checks and confirmation of graduation requirements	X	X	X		

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
Automate process for students to apply for awards and graduation	X		X		
Celebrate students' successful attainment of degrees and certificates	X	X	X		
• Provide well-planned and organized graduation and associated commencement events each spring	X	X	X		
• Conduct an annual University Transfer Reception for admitted transfer students	X	X	X		
Through transfer services, assist students with CSU and UC admissions applications and appeals	X	X	X		
• Provide drop-in transfer application assistance during extended weekday hours and select weekends in the transfer labs	X	X	X		
• Offer CSU and UC application workshops hosted by both VVC faculty and staff and visiting universities	X	X	X		
• Provide UC Personal Insight workshops, including UC Personal Insight Editing and Review workshops, to assist students as they write their UC application essays	X	X	X		
• Offer UC Transfer Admissions Guarantee (TAG) workshops	X	X	X		
• Increase student participation in transfer services/workshops	X	X	X		
Connect students with post-graduation employment opportunities	X	X	X		
• Host and evaluate job fairs that connect students directly with employment opportunities in their fields of study	X	X	X		X
• Link faculty and students in capstone courses with Career Center and post-employment opportunities as they work toward completing final courses needed to obtain degrees or certificates	X	X	X		
• Expand services/resources and increased awareness of Career Center for students seeking post-graduation employment including services such as resume writing and interviewing skills		X	X		
Support students in admissions appeals to colleges and universities	X	X	X		
• Provide appeals workshops to VVC students	X		X		
• Working with the VVC Transfer Coordinator, facilitate the student appeals process by calling colleges and universities and writing supporting letters for students who appeal		X	X		
Identify/develop and implement at least 3 Caring Campus behavioral commitments related to transition services and support at the completion phase	X	X	X		

	TIMELINE		DISTRICT GOALS		
	YEAR 1	YEAR 2	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
CONTINUED CONNECTIONS					
Implement strategic, systematized communication channels with alumni to provide opportunities for continued engagement/reengagement with VVC				X	
• Work with the Foundation to track and communicate with alumni	X	X		X	
• Provide opportunities for alumni to give back to VVC through participation in alumni and career panels, speaker series, advisory committees, mentorship opportunities, etc.	X	X		X	
• Encourage students who have completed certificates to continue or re-enroll to earn higher-level, stackable credentials	X	X	X		
• Invite recent graduates to campus to present to students in similar disciplines		X		X	
Identify/develop and implement at least 3 Caring Campus behavioral commitments related to continued connections at the completion phase	X	X	X		

Appendix

SEM Course Scheduling Guiding Principles

Moving forward, answers to some of the following questions will guide our course scheduling decisions:

1. Is there verifiable evidence that our course scheduling is grounded in data and data tools?
2. Is there verifiable evidence that this course scheduling meets student program completion requirements for degrees and certificates?
3. Is there verifiable evidence that there is a need to offer these course sections every semester to meet student needs for certificate and degree completion?
4. Is there verifiable evidence that our course scheduling is linked to the budget needs of the college as demonstrated by full sections and maximum course capacity?
5. Is there verifiable evidence that these course scheduling directly align and facilitate the implementation of the Guided Pathways?
6. Is there verifiable evidence that this course scheduling ensures that the college SEM goals are met?
7. Is there verifiable evidence that shows that SEM planning tools and templates, such as Program Course or Discipline course matrices (Hamid's spread sheet) are used to inform scheduling decisions?
8. Are there too many sections of the course routinely scheduled every term with low fill rates based on data from the last two years?
9. Is there verifiable evidence that course completions is at the college's set student success standards based on data from the last two years?
10. Is there verifiable evidence that students are graduating with certificates or degrees in this program based on data from the last 5 years?
11. Is the program offering courses as part of a degree or certificate, but no students have attained a degree or a certificate in the last 5 years?
12. Is there verifiable evidence that this is a high demand course as evidenced by a history of sections that are at full capacity?
13. Is there evidence that courses are scheduled into appropriate size rooms?
14. Is there evidence that there is a history of cancelling low enrolled sections early enough so that students can find alternative classes?

Glossary of Terms

Alignment. A shared understanding of organization-wide goals and measures, a state of consistency among plans, processes, information, resource use, and decision- making that supports progress towards such organization-wide goals and measures.

Alternative Attendance Accounting Method (AAAM): Attendance reporting type based on units instead of contact hours. This type is used for independent study/work experience where there is non-classroom based instruction and also for most online instruction. The AAAM includes WSCH-based FTES calculation for lab hours (online labs and TBA hours)

Architecture. Organizational structures, designs, and processes that support decision making and operations.

Benchmarking. Processes and results that represent the best practices and best performance for similar activities, inside or outside an organization's industry; used to understand the current dimensions of world-class performance and to achieve discontinuous (non-incremental) or "breakthrough" improvement.

Discipline. Policies and procedures that lead to effective institutional habits and performance.

Census: A reporting snapshot in time that represents approximately the 20% point of a course. For full semester classes, the census date is Monday of the fourth week for colleges on traditional calendars and Monday of the third week for colleges on compressed calendars.

Class Hour (Contact Hour, Student Contact Hour): The basic unit of attendance for computing full-time equivalent students (FTES). It is a period of not less than 50 minutes of scheduled instruction and/or examination. There can only be one "class hour" in each "clock hour," except as provided for multiple class-hour classes. A class scheduled for less than a single 50-minute period is not eligible for apportionment.

Concurrent Sections. Different classes that are held in the same room with the same instructor(s).

Daily Census: The attendance reporting type for course sections that meet on a regular basis for at least five days, but meet for less than a full semester (course sections that meet for fewer than five days default to the Positive Attendance method of attendance accounting). The daily census method is used for most intersession course sections and for short-term course offerings within a regular semester. Since Daily Census attendance accounting is based on Daily Student Contact Hours and the number of class meeting times, holidays are excluded from the calculation.

Daily Contact Hours (DCH): The class meeting time per day. Calculation of contact hours is based on a 50-minute hour, a concept assuming that each 60-minute clock hour consists of 50 minutes of instruction and 10 minutes of passing (between classes) or break time (within multi-hour classes). Therefore, 50 minutes of instruction equals 1.0 contact hour. When classes extend beyond the hour by a fractional amount, each five-minute increment equals .1 contact hour. In such multi-hour classes, no break time is allowed in the last complete (clock) hour. Instead, this 10 minute break time is added to the fractional extension of the hour so that the point of five minutes after the hour represents .3 contact hours (i.e., 50 serves as the divisor in calculating contact hours for the fractional extension of the hour; e.g., 65 minutes = 1.3 contact hours).

Daily Student Contact Hours (DSCH): Daily contact hours multiplied by the number of students enrolled in the class.

Enrollment/Headcount: The number of students in the class.

Efficiency: The most commonly used efficiency/productivity measure is Weekly Student Contact Hours (WSCH) per Full-Time Equivalent Faculty (FTEF). Since the numbers used in this calculation are related to in-classroom time, WSCH per FTEF is a measure of class size, and an average class size of 35 is generally accepted as an adequate goal.

Efficiency Target for 16 Week Classes: 525 for calendars with a term length multiplier of 16 – 17.

Fill Rate: The ratio between the number of seats taken and the number of seats available.

Full-Time Equivalent Faculty (FTEF): FTEF is calculated by taking total full-time and part-time faculty teaching load hours (adjusted by load factors as appropriate) and dividing by the average full-time faculty load (generally 15). This is calculated by dividing the WSCH number by the FTEF number.

Full-Time Equivalent Students (FTES): FTES is a measure equivalent to one student enrolled in fifteen units or 21 hours per week for two 16-week semesters. FTES represents both an enrollment measure and funding "currency" and understanding its calculation is absolutely essential to effective enrollment management.

FTES/FTEF. Used as a measure of the productivity of a class or group of classes (e.g, department, division, special program, college).

Indicators a/k/a Measures a/k/a Metrics. Numerical information that quantifies an organization's performance, in terms of its processes, programs, offerings, services, and its overall outcomes.

Key. Of paramount or crucial importance; (b) major or most important; critical to achieving intended outcomes.

Meta Majors. A collection of academic programs that have related or common courses. In concept, Meta Majors are comprised of groups of degrees and certificates that are considered similar from students' perspectives. Meta Majors assist students in selecting an academic program of study based on skills, interests, knowledge, and abilities, as well as help students make clear connections between their studies and career paths.

Objectives. Aims or responses that an organization articulates to address major change or improvement in performance that must be achieved to remain viable and competitive in the long-term; defined in measurable terms and used to guide resource allocation.

Organizational Learning. New knowledge or skills acquired by an organization through research and development, evaluation and improvement cycles, ideas and input from the workforce and stakeholders, the sharing of best practices, and benchmarking. Moreover, its workforce members learn through education, training, and developmental opportunities that further individual, professional growth.

Pathways (aka Career and Learning Pathways, Program of Study). A predetermined group of courses within a discipline, or disciplines, that has been structured both sequentially and chronologically to create a streamlined course map that enable an expeditious path for students to the necessary training, experience, skill based certifications, certificate of completion, and/or degree necessary to prepare for entry into the workforce, or transfer into a higher education program of study.

Plan. to arrange the parts of. To devise or project the realization or achievement of. To have in mind. A method for achieving an end. An often customary method of doing s something. A detailed formulation of a program of action. Something that documents a goal or aim.

Positive Attendance: The attendance reporting type based upon actual student attendance for the course section, as reported through class rosters, either paper or electronic. This is the method used for all noncredit courses and for irregularly scheduled credit courses (including open entry/open exit classes).

Program Mapping / Program Map. A process of compiling information about an academic program including but limited to its description; related careers or options for further study; awards conferred; required courses, as well as any co- and/or extracurricular experiences; student learning outcomes and linkages from course, to program, to the overall institution; the requisite or model sequence of courses students should follow; and any other information that can be used to assist students with their educational planning. A document representing the information compiled in the program mapping process.

Program-Course Matrix. In connection with VVC's enrollment management efforts, a document summarizing basic information about an academic program for the purpose of evaluating its performance and areas of improvement; program information includes but may not be limited to awards conferred over the last 3 to 5 years, related course offerings, when each course was last offered, credits awarded, any pre-requisite or co-requisites, relevance to general education requirements, other basic course information, as well as enrollment statistics and achievement outcomes over the last 3 to 5 years.

Standard Hour. A standard hour is equivalent to one hour per week for a standard semester of eighteen weeks. For shorter academic terms, actual hours of teaching or service (including, but not limited to, office hours) are compressed to conform to Carnegie Unit requirements. Standard hour is used to measure and calculate faculty compensation.

Strategic Advantages. Aims or responses that an organization articulates to address major change or improvement in performance that must be achieved to remain viable and competitive in the long-term; defined in measurable terms and used to guide resource allocation.

Strategic Challenges. Pressures that exert a decisive influence on an organization's likelihood of future success, particularly in light of the anticipated, future competitive position relative to other like organizations/providers.

Strategic Planning. A process of defining an organization's direction and key strategies, and making decisions about resource allocation based on that planning.

Strategy. A method, collection of activities, or plan of action designed to bring about a desired future, such as achievement of a goal or solution to a problem.

Term Length Multiplier (TLM): The number of weeks of instruction in a regular fall or spring semester. It is inclusive of all days of instruction, final exam days, and approved flexible calendars. The standard term length multiplier (for colleges on traditional calendars) is 17.5. For compressed calendars, term length multipliers range from 16 to 17. VVC's TLM is 16.

Weekly Census: The attendance reporting type for course sections that are regularly scheduled for a full fall or spring semester. This is the most efficient, productive attendance accounting method because it assumes that all classes meet for the full meeting time of each week of the semester, regardless of where holidays may fall.

Weekly Contact Hours (WCH): Daily contact hours multiplied by the number of meeting days per week.

Weekly Student Contact Hours (WSCH): Weekly student contact hours multiplied by the number of students.