

Victor Valley College Educational Master Plan

A Blueprint for Success

October 2020



Forward

The Victor Valley College Educational Master Plan: A Blueprint for Success is a five-year road map to position the college as a preeminent provider of postsecondary education in the High Desert region, San Bernardino County, state of California, and nation. An extensive planning process, involving numerous college stakeholders in every Victor Valley College (VVC) department, was undertaken to develop this plan. The process began in 2019 with the completion of a comprehensive Environmental Scan and meetings conducted with every academic department. These activities culminated with the development of initial goals. At the beginning of 2020, additional environmental scanning was conducted on the future of higher education and future trends in each industry pertaining to programs offered at VVC. Subsequently, meetings were conducted with each academic department to consider these future findings and program goals were adjusted, if necessary. Themes that emerged from all planning efforts to that point, along with major priorities and endeavors currently underway at VVC, were synthesized into a strategic framework that provides the glue for this educational master plan. A team was established to consider and develop plans for increasing excellence at VVC. Finally, Administrative Services, Human Resources, and Student Services administrators and staff reviewed environmental scanning findings, specific elements of the strategic framework, initial planning goals, and subsequently developed integrated and supportive plans.

CONTENTS

Forward	2
College History and Institutional Identity	7
History of Victor Valley College, 1961 – 2020	7
Vision	7
Mission	7
Values	7
Victor Valley College Service Area Demographics - High Desert Communities	8
Victor Valley College Enrollment and Student Demographics	10
Victor Valley College Environmental Scan	11
Victor Valley College Economic Value	11
Poised for Excellence	12
Alignment with District Goals and California Community College's Vision for Success	12
District Goal 1 - Student Experience and Success	12
District Goal 2 - High Quality Practice/Excellence	13
District Goal 3 - Institutional Learning	13
Unprecedented Times, Unlimited Possibilities	13



Strategic Framework 14

Inter-connected, Mutually Reinforcing Components	14
Three Implementation Time Horizons	14

Equity Imperative 15

A Long-Standing Equity Priority	15
Equity-Mindedness Guiding Paradigm	16
Equity Leadership	16

In Pursuit of Excellence 17

VVC Excellence Aspiration Statements	17
VVC Excellence Aspiration	17
VVC Excellence	18
VVC Excellence Definition	18
Pursuit of Excellence Framework	18
Excellence Equity Imperative	19
VVC Excellence Essential Practices	19
Blueprint for Success	20
Potential Challenges, Progress Indicators	21

Caring Campus 22

Blueprint for Success, Potential Challenges	23
Progress Indicators	24

Guided Pathways 24

Blueprint for Success	25
Potential Challenges	27
Progress Indicators	28

Key Priority Areas 30

Retention, Persistence, Completion, and Post-completion Success	30
Blueprint for Success	30
Potential Challenges	34
Progress Indicators	35



Strategic and Efficient Enrollment Growth	36
Blueprint for Success	36
Potential Challenges	39
Progress Indicators	40
Distance and Digital Learning Expansion and Enhancements	40
Blueprint for Success	41
Potential Challenges	44
Progress Indicators	45
Noncredit and Other Expanded Learning Options Development	47
Blueprint for Success	48
Potential Challenges	50
Progress Indicators	51

ACADEMIC AFFAIRS AND ACADEMIC PROGRAM PLANS 52

3D-Animation	54
Agriculture/Natural Resources	55
Anthropology	57
Architecture Drafting and Design	58
Art, Photo, and Commercial Art	59
Automotive Technology	60
Aviation	61
Basic Skills	62
Biology	63
Business Administration/Economics	64
Business Educational Technology	65
Business Real Estate and Escrow	67
Chemistry	68
Child Development, Education	69
Communication Studies	71
Computer Information Systems	72
Construction Technology	73
Contract and Community Education	74
Cooperative Education	76
Counseling and Guidance	77



Criminal Justice	77
Electronic Technology	79
Emergency Medical Services	80
Engineering Drafting and Design	81
English	82
ESL	83
ESL-Noncredit	84
Fire Technology	85
Foreign Language	86
Geography	87
Geology	88
History	89
Kinesiology	90
Library	91
Mathematics	93
Music	94
Nursing	95
Oceanography	96
Paralegal	97
Philosophy and Religious Studies	98
Physics	99
Political Science	100
Psychology	102
Respiratory Therapy	103
Restaurant Management	105
Sociology	106
Theater Arts	107
Welding	108
ADMINISTRATIVE SERVICES	109
Auxiliary Services	111
Auxiliary Services Blueprint	111
Facilities and Operations Services	113
Facilities and Operations Services Blueprint	113



Fiscal Services	113
Fiscal Services Blueprint	114
Information Technology	115
Information Technology Blueprint	115
Payroll	115
Payroll Blueprint	116
Police	116
Police Blueprint	117
HUMAN RESOURCES	117
Human Resources Blueprint	118
STUDENT SERVICES	120
Student Services Blueprint	121



College History and Institutional Identity

History of Victor Valley College, 1961 – 2020

Established in 1961 by and for the residents of the High Desert, Victor Valley College (VVC) has served as the region's primary provider of higher education for nearly 60 years. Before VVC had its permanent campus, the first classes were held at Victor Valley High School, the only feeder school in the area at the time. In 1964, local voters passed a \$2.5 million bond to fund construction of the first VVC buildings on a portion of the former Kalin Ranch site, chosen because it is central to the three largest nearby communities of Victorville, Hesperia, and Apple Valley. With each new expansion since, VVC has more closely matched its founders' vision of an institution that enriches the burgeoning community and helps students build a brighter future.

Vision

Committed to equity and social justice, Victor Valley College will be the model of an innovative community college through exceptional student experiences that drive success, promote civic engagement, and meet community needs.

Mission

Victor Valley College, in partnership with the community, is dedicated to providing opportunities for student learning and success through academic advancement, workforce development, and personal growth.

Values

As a student-centered learning organization, VVC will uphold the following core values:

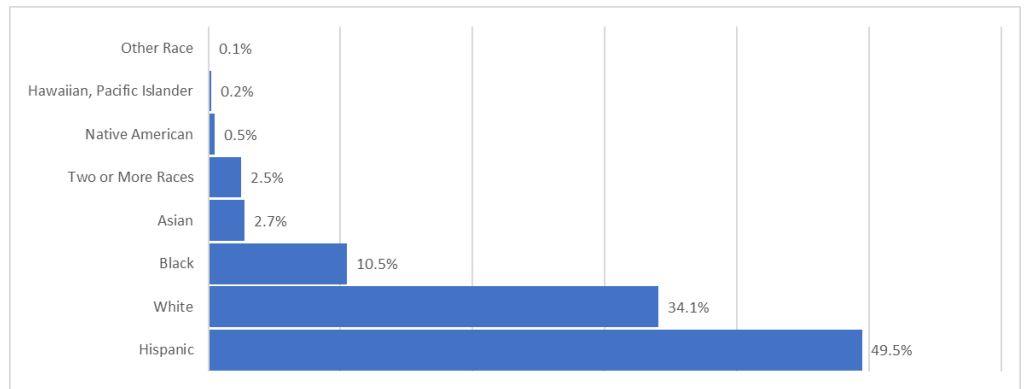
- ▲ Excellence – providing superior service and educational learning opportunities.
- ▲ Integrity – guiding the college's actions with an internally consistent framework of principles.
- ▲ Accessibility – facilitating access to the college's programs from other locations.
- ▲ Diversity – valuing inclusion 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.



Victor Valley College Service Area Demographics - High Desert Communities

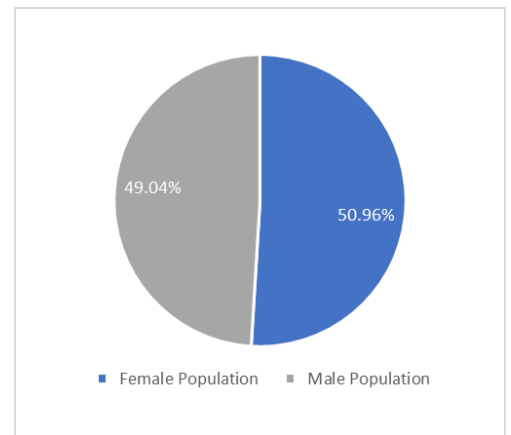
Victor Valley College serves many communities throughout the California High Desert region, the largest and primary community being Victorville. The remaining, largest communities in the service area include Adelanto, Apple Valley, Barstow, Hesperia, Lucerne Valley, Oak Hills, Phelan, and Wrightwood.

VVC's service area is demographically diverse with 65.9% of the population being racial/ethnic minorities. The population is mostly Hispanic (49.5%). The remaining racial/ethnic composition of the service area population is White (34.1%); Black/African American (10.5%); Asian (2.7%); and Native American, Hawaiian/Pacific Islander, and Other Races each comprising less than 1% of the population. The largest Hispanic populations reside in Adelanto (62.30%) and Hesperia (56.60%).¹



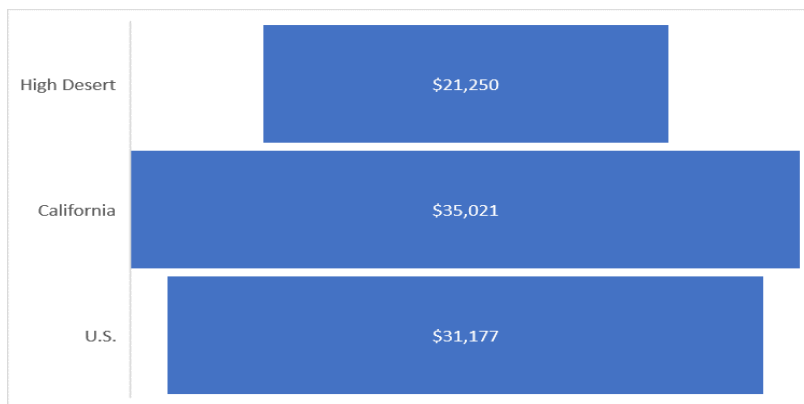
Victor Valley College Service Area Population by Race/Ethnicity

The male population (50.96%) in VVC's service area is slightly higher than the female population (49.04%).¹



Victor Valley College Service Area Population by Gender

Per Capita Income of High Desert, California, U.S.



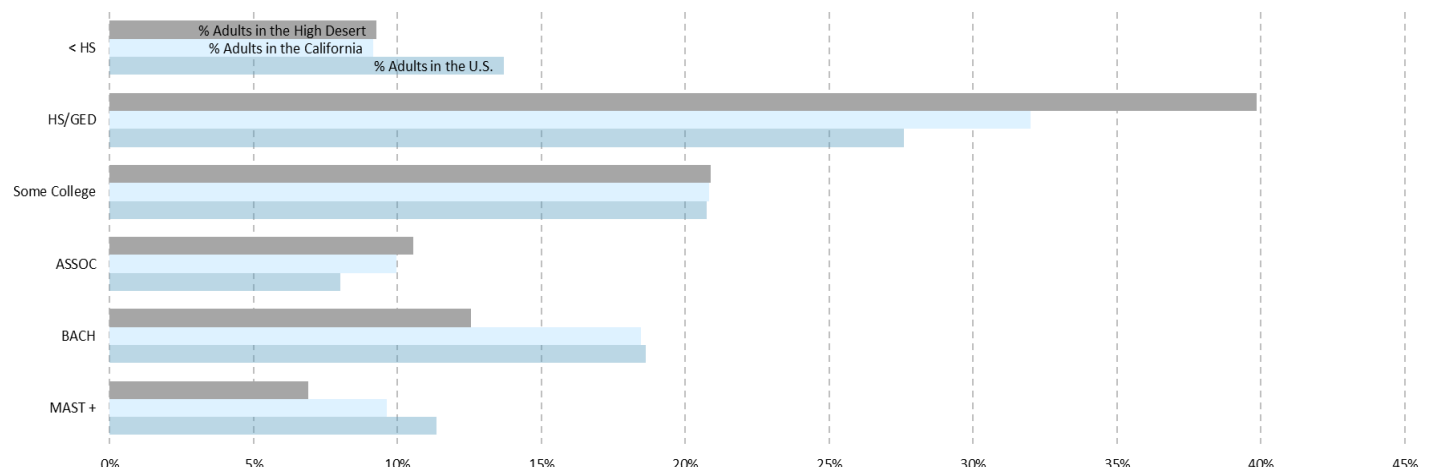
The average per capita income in VVC's service area is \$21,250 which is more than 40% lower than California's per capita income of \$35,021. The per capita income in the largest populated communities in the High Desert ranges from a low of \$11,788 in Adelanto to a high of \$32,884 in Wrightwood. The per capita income in Victorville is \$17,497.¹ The average family median income in the High Desert (\$55,043) is more than 30% below California's which is \$71,228.

¹ American Community Survey, 2018. U.S. Census Bureau.

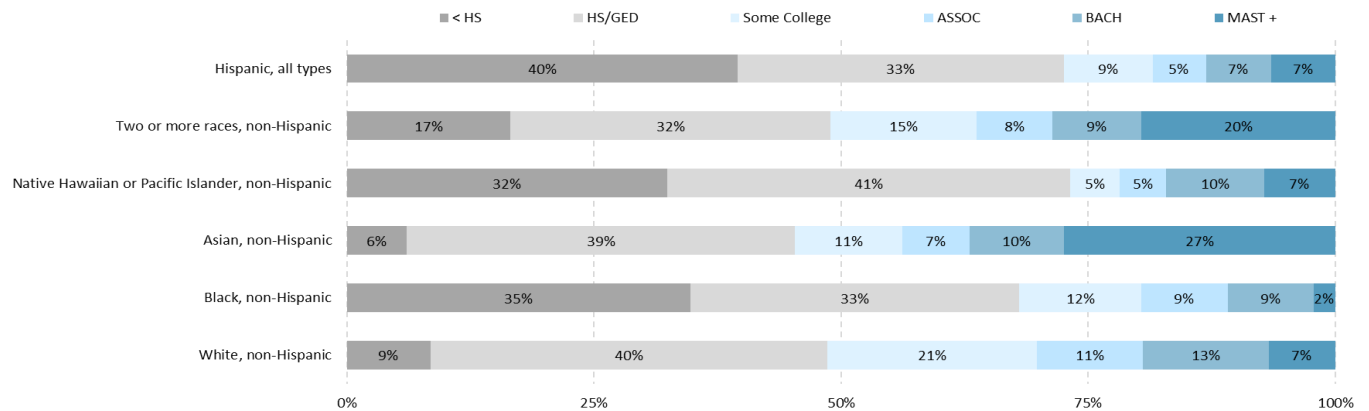


Regarding the educational attainment of the adult population (ages 25 and older) in the High Desert, 9% have as their highest level of education less than a high school education, 40% a high school diploma or equivalent, 21% some college, 11% an associate degree, and 20% a bachelor's degree or higher. In comparison to California educational attainment rates, adults living in the High Desert are 12% more likely to have as their highest educational attainment a high school diploma or equivalent. Most Hispanic (77%) and Black (68%) adults have a high school diploma/equivalent or less as their highest educational attainment. Moreover, Hispanic and Black adults are more likely than any other race/ethnicity to have less than a high school diploma as their highest educational attainment level, 40% and 35% respectively.² (Refer to the tables below.)

These data demonstrate Victor Valley College's critical role for increasing the economic and social mobility of the residents in the High Desert region by fostering higher educational attainment levels.



Highest Educational Attainments of Adults in the High Desert, California, and U.S.



Highest Educational Attainments of Adults in the High Desert by Race/Ethnicity

² Emsi, 2019. Victor Valley College Environmental Scan.



Victor Valley College Enrollment and Student Demographics

Victor Valley College served 18,100 students in the last academic year (2019-20). The average VVC student is 24.5 years old and part-time (attempting 12.2 units per year). Both the average age and the annual units attempted have decreased in the past five years (see tables below).

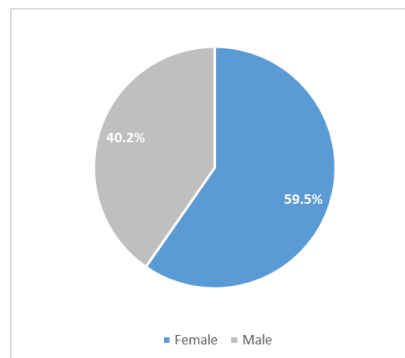
	2015-16	2016-17	2017-18	2018-19	2019-20
< 18	5.6%	7.3%	9.8%	12.5%	14.9%
18-20	34.9%	34.3%	34.3%	33.2%	32.9%
21-25	25.2%	24.9%	23.9%	23.4%	22.2%
26-30	11.8%	11.6%	11.3%	11.3%	10.9%
31-40	12.3%	12.1%	11.5%	11.5%	11.2%
41-50	5.7%	5.9%	5.6%	5.1%	4.9%
51-60	3.4%	2.9%	2.5%	2.3%	2.1%
>60	1.1%	1.0%	1.1%	0.9%	0.9%

	Headcount	Average Age	Annual Units Attempted
2015-16	15,379	26.0	14.2
2016-17	16,633	25.7	14.8
2017-18	17,166	25.2	14.5
2018-19	17,181	24.8	14.3
2019-20	18,100	24.5	12.2

In 2019-20, almost one-half of VVC students (47.8%) were ages 20 or less. These Generation Z learners (born from 1995-2005) are digital natives who are indoctrinated to fast delivery of content, data, and images from computers, video games, and the Internet. Research shows Generation Z learners want hands-on options and practical skills with employer internships; have a preference for digital learning; dislike lecture-test classrooms; want their education customized; expect to be able to work, learn, and study wherever and whenever they want; and love to explore using their own routes such as designing their own courses of study. Generation Z students spend an average of 15.4 hours per week on their smartphones, 10.6 hours on a laptop, and 13.2 hours watching television content, including streaming content. Preferences of Generation Z students are significantly different from past generations of students.^{3, 4, 5}

Most students at VVC are female (59.5%) and their proportion of total enrollment has increased 2% over the past 5 years.

	Female	Male
2015-16	57.4%	42.4%
2016-17	57.4%	42.4%
2017-18	58.5%	41.3%
2018-19	58.8%	41.0%
2019-20	59.5%	40.2%

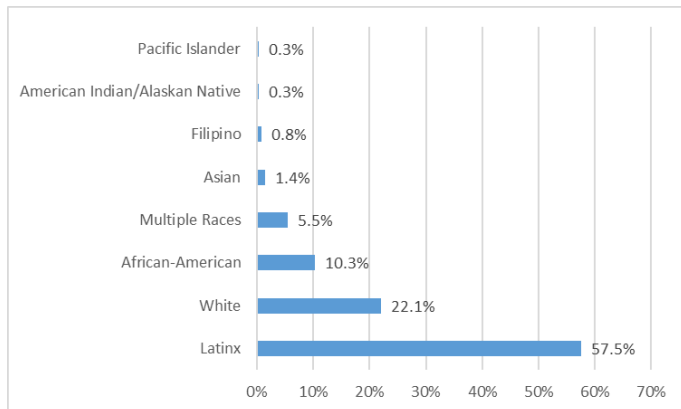


Victor Valley College Student Population by Gender

³ Renfro, A. (2012, December 5). *Getting Smart*. Retrieved January 6, 2015, from Meet Generation Z: <http://gettingsmart.com/2012/12/meet-generation-z/>

⁴ Northeastern University. (2014, November 18). Innovation Imperative: Meet Generation Z. *Innovation Imperative Series*. Retrieved from http://www.northeastern.edu/innovationsurvey/pdfs/Innovation_Summit_GenZ_PollRes_KeyMess.pdf

⁵ Who is Gen Z Diagram Source: Hanover Research (2018). Trends in Higher Education 2018. <https://www.hanoverresearch.com/reports-and-briefs/trends-in-higher-education-2018/>.



Victor Valley College Student Population by Race/Ethnicity

	2015-16	2016-17	2017-18	2018-19	2019-20
Latinx	50.4%	52.3%	54.9%	56.6%	57.5%
White	28.3%	27.3%	25.6%	23.7%	22.1%
African-American	12.4%	11.5%	10.9%	10.7%	10.3%
Multiple Races	5.7%	5.5%	5.3%	5.5%	5.5%
Asian	1.3%	1.4%	1.4%	1.4%	1.4%
Filipino	0.9%	0.9%	0.9%	0.8%	0.8%
American Indian/Alaskan Native					
Pacific Islander	0.2%	0.4%	0.4%	0.5%	0.3%
	0.2%	0.2%	0.2%	0.2%	0.3%

Latinx students comprise 57.5% of the VVC student population. The proportion of the Latinx student population has increased a little more than 7% in the past five years. Similarly, U.S. undergraduate enrollment growth has primarily come from an increase in Hispanic enrollment and mostly at community colleges. It is further projected that U.S. higher education enrollment growth (to the year 2025) will continue to be from under-represented minority high school graduates.^{6, 7}

Given this enrollment trend and the High Desert population demographics (described previously), the proportion of Latinx students (as a percentage of all student enrollment at VVC) is likely to increase.

Victor Valley College Environmental Scan

In addition to data collected and provided above, several environmental scanning methods and resources were also utilized in the educational master planning process. A regional analysis was conducted by Emsi and reported in *Victor Valley College Environmental Scan and Program Demand Gap Analysis*. This report is included with the supporting planning documents available online at <http://www.vvc.edu/offices/oie/edmasterplan/emp.shtml>. Utilizing Emsi environmental scan findings VVC's planning team identified essential opportunities, threats, and planning recommendations mostly related to demographics, instructional programs, infrastructure and operations, and organizational structure. The team's recommendations are threaded throughout this plan.

Additionally, Eduvators LLC analyzed over 100 global, national, state, and regional trends that will potentially impact postsecondary education and, more specifically, may impact VVC's programs and services. These trends were synthesized, and their implications were considered by each academic department and institutional service/support area in the development of their plans. Findings and implications that apply to all areas of the college and to each academic department are provided in the supporting documents.

Victor Valley College Economic Value

A recent economic impact and investment analysis, also conducted by Emsi⁸, found "*Victor Valley College (VVC) creates value in many ways. The value of VVC influences both the lives of students and the county economy. The college serves a*

⁶ CES 2016 Digest of Education Statistics. Table 302.60 and 306.50

⁷ Bransberger, Peace. (July 24, 2018). Knocking at the college door: Demographics, high school graduates, and higher education demand. WICHE. WICHE estimates from ACS 5-year PUMA data, 2010-14.

⁸ Emsi. (May 2018). *Analysis of the economic impact and return on investment of education: The economic value of Victor Valley College*.



range of industries in San Bernardino County, supports local businesses, and benefits society as a whole in California from an expanded economy and improved quality of life. The benefits created by VVC even extend to the state and local government through increased tax revenues and public sector savings.” The analysis further reported that VVC economic impact, in one year (fiscal year 2016-17), was \$627.5 million and 8,426 jobs from operations, construction, and student spending and from alumni impact. Further, the analysis revealed the rate of return for students’ and taxpayers’ investment in VVC education was 17.9% and 7.6%; respectively. VVC recognizes its critical role in the High Desert economic health and, through the successful implementation of this educational master plan, hopes to increase its impact on the social and economic mobility of the students and community it serves.

Poised for Excellence

Through a \$297.5 million bond measure approved by voters in 2008, VVC has continued its trajectory of growth in recent years. The Regional Public Safety Training Center opened in 2012 to serve students pursuing careers in administration of justice, emergency medical services, and fire technology, while an aviation program was established at Southern California Logistics Airport. A new Student Services Center, which is the point of entry for new students and improves the experience of those enrolled, opened in January 2020. VVC is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC). Between 2011 and 2015, the commission recommended changes which helped the college improve its fiscal planning and student learning outcomes. ACCJC last confirmed VVC’s accreditation in January 2019. A Midterm Report will be due to the Commission on March 15, 2021, followed by a comprehensive review in the spring of 2024.

Having satisfied all accreditation recommendations, VVC is poised to move beyond mere compliance with the educational standards set forth by ACCJC and take hold of its future as the High Desert’s first choice for an excellent postsecondary experience.

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

This educational master plan was developed in alignment with the three Victor Valley Community College District Goals (below) and with the California Community College’s Vision for Success goals. Goals established by each academic program were explicitly linked to the District Goals (refer to Academic Affairs and Academic Program Plans section). Additionally, specific references to District and 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.

Unprecedented Times, Unlimited Possibilities

During the development of this plan, the college faced unprecedented conditions and challenges. First, the global COVID-19 pandemic resulted in the closure of college campuses throughout the U.S. and the conversion to remote teaching, learning, support services, and employee work arrangements. In addition to the accelerated shift to online teaching and operations, the pandemic shined a light on substantial structural and societal inequities limiting student success such as access to technology, high-speed Internet service, and a quiet place to study. The pandemic also had swift and significant impacts on industries, businesses, and occupations, many that VVC programs educate and train individuals for.

Simultaneously during this time, the U.S. was experiencing a significant equity and social justice awakening in response to several tragic incidents that fueled nationwide protests lasting months on end. Therefore, now more than ever, higher education—an essential vehicle for social and economic mobility—will be at the center of transformative and lasting change to promote equity.

Changes, resulting from these two significant situations, will occur and have a lasting impact and, as a result, a “new normal” is beginning to emerge. While it is too soon and too much is still unknown to be able to adequately address the new normal in this plan, some implications have been included herein.

Moreover, even prior to these unprecedented times, higher education was facing an impending era of fundamental change (refer to environmental scan findings) due to exponential growth of new technologies, increasing postsecondary education alternatives and competition, the 4th and 5th Industrial Revolutions, and demographic and societal changes.

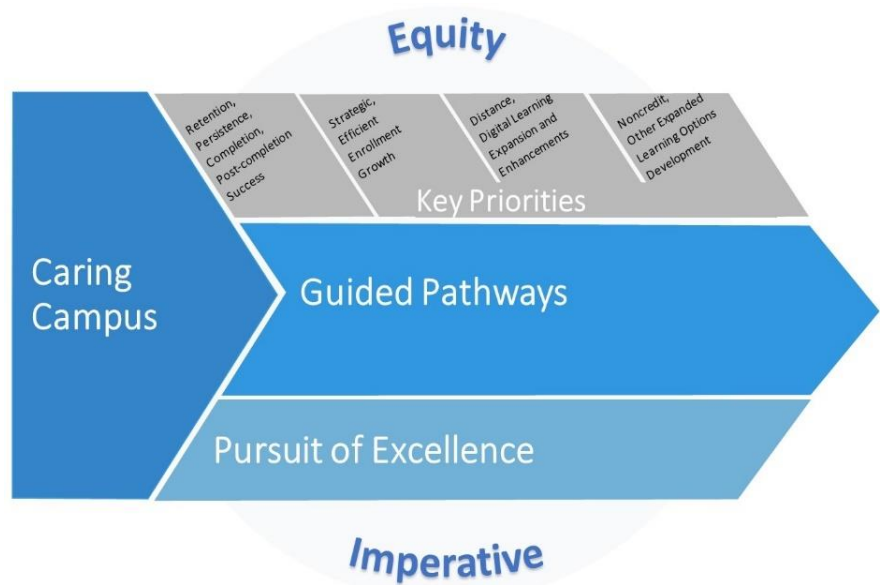
At this moment of unprecedented times, VVC recognizes unlimited possibilities and through this plan seeks to become an adaptive, exceptional institution that can respond to any situation to achieve the best possible and equitable outcomes.



Strategic Framework

Inter-connected, Mutually Reinforcing Components

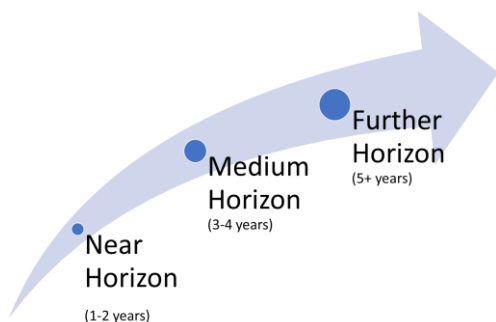
Underpinning this educational master plan is a strategy framework to place VVC on a path to greater excellence and success. All components of the framework are inter-related and mutually reinforcing. The framework accounts for two, institution-wide endeavors currently underway: Caring Campus and Guided Pathways and a 3rd endeavor, Pursuit of Excellence, being established as a result of the educational master planning process. Caring Campus, described later in this plan, is depicted at the start of the framework to symbolize its infiltration into all areas of the college. Additionally, these three endeavors undergird four key priorities VVC will focus on over the course of the next five years.



Overarching all components of the strategic framework is an Equity Imperative that illuminates VVC's commitment and persistent focus on equity. Collectively, Caring Campus, Guided Pathways, the Pursuit of Excellence, and an Equity Imperative lead to greater impact on student and institutional success than any one of these endeavors can accomplish on its own.

Three Implementation Time Horizons

While the educational master plan lays out a five year path for the college, three separate time horizons are utilized for operationalizing each major plan component (from the strategic framework above). This operationalization is accomplished with three implementation tools: (1) a Blueprint for Success outlining major strategies and activities and their timeline; (2) Potential Challenges for implementing strategies and activities in the blueprint, and (3) Progress Indicators established for monitoring impacting and identifying needed improvements.



It is important to note this plan is a "living blueprint" that can be adjusted as conditions change. Opportunities may arise, priorities may shift, the blueprint may change and so too will the potential challenges and progress indicators. However, it is hoped this plan provides the foundation upon which the college can quickly respond, adapt, and continue its forward momentum.



Equity Imperative

An overarching Equity Imperative serves as a beacon for VVC. To truly support students who traditionally have faced greater obstacles to accessing and completing college, VVC's explicit focus on equity also informs all efforts related to this plan. The Equity Imperative also reflects VVC's recognition of the need to identify and eliminate disparities in educational outcomes of students of color and underserved, underrepresented populations.

A Long-Standing Equity Priority

Equity has been a long-standing priority for the VVC Community College District. To begin, VVC established two equity-focused positions: Associate Dean of Equity and Success and Student Equity and Achievement Counselor. VVC also has a Student Equity and Achievement Committee designated to coordinate student equity plan developments and implementations, driving many equity-related programs, services, and college activities. VVC's equity commitment serves as a pathway for underserved students to advance enrollment, persistence, and completion rates for multi-cultural learners within the community.

The Student Equity and Achievement (SEA) Committee, a standing participatory governance sub-committee of VVC's College Council, has the following charge:

- ▲ Regularly reviews data on achievement gaps to identify and propose recommendations.
- ▲ Creates plans to continually improve student success opportunities for VVC students.
- ▲ Determines directions for the improvement of student success and equity.
- ▲ Recommends strategies for successful student transition, outreach, and recruitment.
- ▲ Functions as the advisory group to the Integrated Plan (Student Equity and Achievement).
- ▲ Recommends procedures for student recognition and discipline.

The SEA Committee is comprised of members that represent the following groups: a minimum of 1 Student representative by ASB Council, a minimum of 1 Faculty representative by Academic Senate, a minimum of 1 Classified Staff representative by CSEA, and a minimum of 1 Manager/Administrator representative by Management Team.

Moreover, recently (on June 9, 2020) the Victor Valley Community College District Board of Trustees adopted the following resolution in "support and solidarity against civil rights violations":

WHEREAS , the Governing Board of Victor Valley Community College District supports essential human rights and the importance of equality and fair treatment of all people; and

WHEREAS , the abhorrent treatment of fellow human beings and systematic racial injustices continues to escalate, causing people of all nations to rise up in protest; and

WHEREAS , Victor Valley Community College District believes that the impact and breadth of the challenge to address civil rights violations calls for leadership at all levels of government, especially at local and state levels; and

WHEREAS , the California Community College system has taken action to address structural racism and



ensure our communities and students have access to an equal educational opportunity; and

WHEREAS, Victor Valley College abhors blatant racist abuse of power and condemns discrimination of any kind; therefore be it

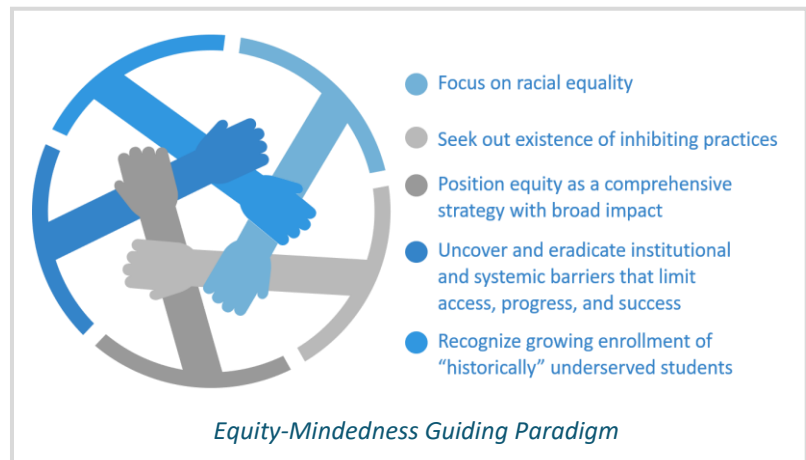
RESOLVED, that Victor Valley Community College District will communicate that the message is not white vs. black, it is all of us vs. racism, and further, it will collaborate with its students, faculty, staff, and community to advance local equality and justice activities; and therefore be it further

RESOLVED, that Victor Valley Community College District will continue to affirm and commit to support the guaranteed right of equal social opportunities, equal protection under the law, and will vehemently promote healthy and safe learning environments for its students.

Furthermore, the Trustees adopted a goal for the 2020-21 academic year to: “Nurture a Culture of Diversity, Equity and Inclusion in Accordance with California Community Colleges Chancellor’s Office 2020 Report: Vision for Success Diversity, Equity and Inclusion Task Force Report”.

Equity-Mindedness Guiding Paradigm

Equity-mindedness, according to the Center for Urban Education (CUE) in the Rossier School of Education at the University of Southern California frames the success of underserved and underrepresented students as an institutional responsibility. CUE—a leading organization for postsecondary equity—points out that one of the vital qualities of equity-mindedness includes being color-conscious in a critical sense, which entails understanding inequalities experienced by racial, ethnic, and indigenous communities in the context of a history of exclusion, discrimination, and segregation.



VVC’s Equity Imperative also begins with equity-mindedness as a guiding paradigm comprised of five elements (adopted and adapted from CUE’s work⁹) which is depicted in the diagram in the box above. These five elements are reflected throughout this plan. Additionally, all equity-minded elements and equity-focused practices that are included, herein, are depicted using this Equity Imperative symbol:



Equity Leadership

Additionally, VVC is developing a leadership academy that focuses on equity. The objectives of the academy are to:

⁹ Center for Urban Education. (January 2017) Protocol for Assessing Equity-Mindedness in State Policy. USC Rossier School of Education.



- ▲ explore community college specific literature and examine equitable practices and policies within VVC administration, governance, programming, and pedagogy
- ▲ create actionable planning around enacting educational equity
- ▲ reconstruct theory and practices to align with educational equity and justice
- ▲ compare and contrast both the successes and struggles in developing institutionalized practices that positively impact disproportionately-impacted students
- ▲ complete impact evaluation and review policies and practices through an equity lens

In Pursuit of Excellence

Today's financial, political, and higher education environment poses unprecedented challenges. Public financial support and trust in quality, productivity, and value is eroding. Changing student demographics necessitate different models and solutions that new, burgeoning investments in learning technologies and alternative providers are delivering. The regulatory and fiscal environment is becoming increasingly complex. Burdensome college processes are barriers to progress and goal attainment. And the current era of "digitalization" and the "connected enterprise" is fundamentally changing what and how we learn and work.

The ability to adapt to changing conditions with flexible, just-in-time solutions; develop holistic business models; operate as an ecosystem working collaboratively to solve problems and capitalize on opportunities; and provide exceptional and caring experiences with equitable results will make the difference between colleges that thrive or decline...with students that succeed or do not.

It is becoming necessary for colleges, including VVC, to be strategic and agile including having the ability to streamline, simply, and change policies, procedures, and processes. Working "smarter" not harder will be key—enabled by data collection, robust analytical tools, and sustained institutional learning practices.

VVC will heed this call to action, with a pursuit of operational and institutional excellence.

VVC Excellence Aspiration Statements

In the pursuit of excellence VVC has established both collective (institutional) and individual aspirational statements, as part of this plan, to ignite personal purpose so everyone feels encouraged, motivated, and gratified for contributing to excellence endeavors (refer to VVC Excellence Aspiration box to the right).

VVC Excellence Aspiration

At VVC:

*we are proud of what we do
because we are driven to be the best at what we do
and are recognized for it.*

At VVC:

*I am proud of what I do
because I am driven to be the best at what I do
and I am recognized for it.*



VVC Excellence Definition

Additionally, to establish a shared understanding of what VVC is striving for, a definition of excellence has been developed (refer to VVC Excellence box to the right).

Pursuit of Excellence Framework

While most of this educational master plan is focused on “what” the college will need to do over the course of five years, **Pursuit of Excellence is focused on “how”** the college does things to achieve greater results.

A framework (depicted in the following diagrams) is being utilized to “operationalize” the pursuit of excellence at VVC—in other words “how” excellence is achieved. There are 4 institutional domains most critical for establishing, scaling, and sustaining institution-wide excellence. Each of the 4 domains is also comprised of 4 building blocks each (for a total of 16 building blocks). The domains and building blocks were adapted from ‘*Insights into Higher Education Innovation: How Community Colleges Organize and Prioritize to Cultivate Innovation*’ and expanded to include findings from an external scan of exemplar community colleges; particularly those associated with the Aspen Prize for Community College Excellence.

More specifically the 4 institutional domains and 16 excellence building blocks are as follows.

- The Strategy domain reflects how VVC deliberately fosters a cohesive, institution-wide commitment to excellence that is responsive to change, opportunities, and student needs. The four building blocks in the Strategy domain are: Strategic, Future- and Opportunity-Oriented, Student-Centeredness, and Cohesiveness.
- The Leadership/Governance domain reflects how VVC leaders, governance committees/constituencies, and employees are empowered, dedicated, accountable, and adapt (as necessary) to ensure excellence. The four building blocks in the Leadership/Governance domain are: Commitment, Support, Transparency and Accountability, Inclusiveness.

VVC Excellence

A continuous pursuit of operational and institutional excellence that:

- *empowers and holds all stakeholders accountable for purposeful, quality improvement;*
- *creates new ways of doing business that are student-centric and innovative, and;*
- *achieves optimal and equitable impact on student experiences and success.*



Excellence Domains and Building Blocks



- The Architecture/Discipline domain reflects how VVC organizes itself, deploys data and resources, and is disciplined about managing pursuit of excellence activities. The four building blocks in the Architecture/Discipline domain are: Organization, Excellence Management, Data and Analytics, and Resources and Talent.
- The Culture domain reflects how VVC's culture, institutional norms, and behaviors evolve to cultivate continuous learning and embrace experimentation and innovation. The four building blocks in the Culture domain are: Courageousness; Values, Mindsets, and Behaviors; Openness, and Institutional Learning.

Excellence Equity Imperative

Overarching all of VVC's pursuit of excellence endeavors, is an equity imperative (refer to circle to the right).

Equity
VVC systematically identifies and eradicates structural and operational barriers—that contribute to student inequities—in the development, implementation, and evaluation of programs, processes, practices, and services.

Imperative

VVC Excellence Essential Practices

To achieve excellence, and as a critical component of this plan, VVC has developed essential practices for each building block. These essential practices are as follows. (Note: practices denoted with (GP) are directly aligned with VVC's Guided Pathways Principles)

STRATEGY	
Strategic	• VVC proactively looks for ways to innovate/improve its policies and operational processes and systems – particularly those that are problematic for students. • VVC has a portfolio of short-, medium-, and long-term operational excellence strategies.
Future- and Opportunity-Orientation	• VVC has an agreed upon, and compelling vision for a better future that substantially differentiates itself from other postsecondary education institutions. • VVC systematically and routinely scans the environment to identify strategic opportunities.
Student-Centeredness	• VVC continuously analyses and improves teaching; learning; and all its programs, services, processes to improve students' experiences and outcomes. • VVC has deep understanding and insight into students' needs, expectations, and decision-making processes. • VVC engages students in the innovation/improvement of its teaching; learning; and its programs, services, and processes including the generation of strategies and solutions.
Cohesiveness	• At VVC, operational and institutional excellence activities are taking place in all units, departments, and divisions at the college and through cross-collaborative strategies and activities. • VVC employees, constituents, and stakeholders coalesce around a clear definition of student success.
LEADERSHIP/GOVERNANCE	
Commitment	• VVC leadership has a deep commitment to student access and success. • VVC leaders raise and allocate resources in ways aligned to student success goals.
Support	• VVC's governance structure and decision making enables re-engineered and/or new teaching and learning practices, programs, services, processes, and policies to be quickly implemented. • VVC constituents have developed transparent cross-functional work teams to provide momentum and regularly provide opportunities for broad college-wide input. (GP)
Transparency, Accountability	• At VVC, full transparency of operational accountability and results exists; this information is regularly communicated, internally and externally, and successes are celebrated. • At VVC, managing operational excellence is a key component of institutional effectiveness processes and activities.
Inclusiveness	• VVC stakeholders frequently examine research and local data on student success and discuss overarching strategies to improve student success. (GP)



- VVC engages external stakeholders/partners (including K12, universities, and industry partners) in its excellence-driven efforts, including the generation of strategies and co-creation of solutions. (GP)

ARCHITECTURE/DISCIPLINE

Organization	• VVC leverages existing funds/resources to support the pursuit of excellence and innovation; including actively seeking ways to free-up resources that can be re-directed. • At VVC, a network of innovators--individuals who stimulate, facilitate, and coordinate operational excellence activities--exists in all departments/divisions and work collaboratively.
Data, Analytics	• VVC gathers and analyzes data to identify real, current, future needs/areas for pursuing excellence rather relying on historical, perceived, and/or anecdotal sources. • VVC uses clearly identified benchmarks and student data to track progress on key activities and student academic and employment outcomes that are shared across key initiatives. (GP)
Excellence Management	• VVC routinely assesses internal and external barriers to operational and institutional excellence. • VVC stimulates replication of exceptional practice.
Resources, Talent	• VVC continuously seeks ways to free up resources (especially people) from labor-intensive tasks/activities to focus more time on what matters for students. • At VVC, all leaders participate in excellence training.

CULTURE

Courageousness	• VVC is willing to undergo innovative projects even if there is some risk. • VVC is willing to "break things" to get "break-through" results.
Values, Mindsets, Behaviors	• At VVC, nurturing a caring campus guides excellence-driven efforts and behaviors. • At VVC, entrepreneurship, foresight/insight, empowerment, openness, inclusion, and continual learning are core operational values and desired qualities and behaviors.
Openness	• VVC openly and readily shares lessons learned from excellence-focused efforts, including failures. • At VVC, everyone is willing to and does critically examine and discuss the "value" the college is providing to students, stakeholders, and the community it serves.
Institutional Learning	• At VVC, everyone is encouraged to provide observations/suggestions and to bring new knowledge--and frequently does so. • VVC employees engage in continual experimentation, learning, and adaptation.

Blueprint for Success

The following strategies and activities, along with timeline for implementation, are planned over the course of the next five years to implement, scale, and sustain VVC Essential Excellence Practices.

NEAR HORIZON 1-2 YEARS

- Develop VVC Excellence Essential Practices self-assessment survey instrument, distribute to employees, use results to establish baseline metrics
- VVC committees discuss and adopt VVC Excellence Essential Practices, select a subset to initiate and guide committee practices; include on committee agendas, and evaluate progress at the end of each academic year
- All VVC divisions discuss and adopt VVC Excellence Essential Practices; select a subset to initiate and guide division practices, and

MEDIUM HORIZON 3-4 YEARS

- Distribute, annually, VVC Excellence Essential Practices self-assessment survey instrument, monitor changes compared to baseline metrics
- VVC committees consistently implement VVC Excellence Essential Practices selected in prior years, select an additional subset to initiate and guide committee practices; include on committee agendas, and evaluate progress at the end of each academic year

FURTHER HORIZON 5+ YEARS

- Assess progress on VVC Excellence Essential Practices
- Update/change VVC Excellence Essential Practices to reflect current conditions



NEAR HORIZON 1-2 YEARS

- evaluate progress at the end of each academic year
- Establish a Pursuit of Excellence employee recognition practice
- Implement “excellence” professional development activities (e.g., process mapping, financial modeling, facilitating ideation, taking a research-first approach to development, etc.)

MEDIUM HORIZON 3-4 YEARS

- All VVC divisions consistently implement VVC Excellence Essential Practices selected in prior years; select an additional subset to initiate and guide division practices, and evaluate progress at the end of each academic year
- Sustain the Pursuit of Excellence employee recognition practice
- Expand “excellence” professional development activities

FURTHER HORIZON 5+ YEARS

Potential Challenges

Considering the strategies and activities in the blueprint above, potential challenges have been identified. It is noted that they 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 Pursuit of Excellence blueprint fully and successfully. They are also included so VVC can be proactive in mitigating any barriers that may impede progress.

NEAR HORIZON 1-2 YEARS

- Ensuring adoption, commitment, and continuity in implementing VVC Excellence Essential Practices
- Ensuring accountability – making sure everyone is pursuing excellence
- Sustaining VVC Excellence Essential Practices

MEDIUM HORIZON 3-4 YEARS

FURTHER HORIZON 5+ YEARS

Progress Indicators



Progress indicators (provided below) will be established to monitor Pursuit of Excellence blueprint activities and impact.

NEAR HORIZON 1-2 YEARS

- # and % of VVC Excellence Essential Practices initiated
- Scale (# of employees, # of departments, etc.) initiating VVC Excellence Essential Practices
- # and % of VVC committees initiating VVC Excellence Essential Practices and # and % of practices initiated per committee
- # and % of employees recognized for initiating VVC Excellence Essential Practices
- # and % of VVC employees' indicating VVC Excellence Essential Practices are being initiated when surveyed

MEDIUM HORIZON 3-4 YEARS

- Yearly increase in all indicators from prior years
- # and % of VVC Excellence Essential Practices consistently implemented
- Scale (# of employees, # of departments, etc.) consistently implementing VVC Excellence Essential Practices
- # and % of VVC committees consistently implementing VVC Excellence Essential Practices and # and % of practices consistently implemented per committee

FURTHER HORIZON 5+ YEARS

- Yearly increase in all indicators from prior years



NEAR HORIZON 1-2 YEARS

MEDIUM HORIZON 3-4 YEARS

FURTHER HORIZON 5+ YEARS

- # and % of employees recognized for consistently implementing VVC Excellence Essential Practices
- # and % of VVC employees' indicating VVC Excellence Essential Practices are consistently implemented when surveyed

Caring Campus

Caring Campus's purpose is to create a college environment that increases students' sense of connectedness and belonging, and, in turn, completion of each student's education goals. This sense of connectedness is especially important for underrepresented student populations who complete at lower rates than majority students. Research indicates that student support staff and other employees can contribute considerably to enhancing student connectedness, thereby increasing the likelihood students will attain their educational goals.

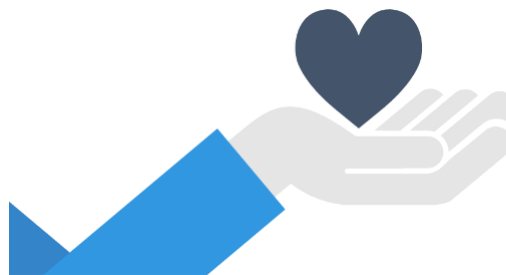
Faculty and staff are introduced to Caring Campus behavioral commitments that are then implemented, hopefully at scale with VVC students. Because of this work, faculty, and staff, are more engaged in the development and implementation of campus-wide interventions, and have a clear understanding of their important role in ensuring the success of this work.

Caring Campus also supports VVC's equity efforts by creating campuses where all students—including non-majority students—feel connected and cared for. The core of this work is understanding students' perspectives when interacting with them in the classroom, in an office, or anywhere on campus.

Representatives from every department are asked to participate in Caring Campus efforts and identify specific behavioral commitments to ensure students' sense of connectedness.

At VVC, Caring Campus has been established with both the faculty and staff participating. For faculty, Ram Coaches have been leading the effort, seeking to grow their number each semester. To date, specific behavioral commitments established by Ram Coaches are as follows:

- ▲ Provide transparent syllabus
- ▲ Assign and assess early and often
- ▲ Learn students' names
- ▲ Welcome students to the course!
- ▲ Create "Moments that Matter"
- ▲ Practice inspirational coaching
- ▲ Assign and assess early and often



Caring Campus Behavioral Commitments

Behavioral commitments are made by faculty and staff to ensure students' sense of connectedness.

VVC Caring Campus staff have developed specific behavioral commitments as well. They include:



- ▲ Greet students in a “useful” way: ask their name, use positive phrases that convey a desire to help, gather information before responding with a solution, etc.
- ▲ Make sure the student’s issue is resolved before they leave: provide solution or make appropriate referral (appropriate means making sure the person you are sending them to is the right person, the student knows where to go, and then follow-up)
- ▲ Place student needs before policy
- ▲ Consider the student’s personal situation before making a decision

Overall, through Caring Campus faculty and staff become deeply engaged with students on a level that has not occurred before. The core benefit of this work is making a connection with students, many of whom have not had an adult who has cared about them in an educational system. This connection, and its impact on increasing student success, cannot be overestimated.

Caring Campus also supports VVC’s Guided Pathways efforts, in that staff and faculty play critical roles in helping students chose, enter, and stay on a path, as well as ensuring that students are learning.

And Caring Campus supports VVC’s Pursuit of Excellence in the educational experience as the work supports each and every student and their unique circumstance.

Blueprint for Success

The following Caring Campus 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
CARING CAMPUS STRATEGIES/ACTIVITIES		
- Behavioral commitments are being implemented by: - All (100%) staff 30% of faculty	- Behavioral commitments are being implemented by: - All (100%) staff 65% of faculty - Additional behavioral commitments are introduced as necessary - VVC begins introducing Caring Campus in its job descriptions, interview processes, and other hiring procedures	- Behavioral commitments are being implemented by: - All (100%) staff - All (100%) faculty - Additional behavioral commitments are introduced as necessary - Caring Campus is institutionalized in HR procedures and processes

Potential Challenges

Considering the activities above, potential implementation challenges have been identified as follows.

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
CARING CAMPUS CHALLENGES		
- Changing “students should know how to do college” mindsets and behaviors - Ensuring adoption/accountability – making sure everyone is doing the work		



Progress Indicators



Progress indicators will be established to monitor and drive Caring Campus efforts 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

CARING CAMPUS PROGRESS INDICATORS

- Course retention rates
- Course success rates
- Yearly increase in all indicators above

- Term-to-term persistence rates
- Completion rates – AA/AS, Certificates, Transfer
- Yearly increase in all indicators above

- Post-completion success rates

Guided Pathways

The Guided Pathways model, being implemented by community colleges throughout the U.S. and California, including VVC, creates a highly-structured, college-wide approach to student success that, overall:

- ▲ provides all students with a set of clear course-taking patterns that promotes better enrollment decisions and prepares students for future success and
- ▲ integrates support services in way that make it easier for students to get the help they need during every step of their community college experience.

At VVC, Guided Pathways or “RAM Paths” efforts are organized within four, focused areas (depicted in diagram to the right) for ensuring student success: (1) clarify the path, (2) get on the path, (3) proceed along pathways, and (4) quality teaching and learning.

Additionally, these key Guided Pathways elements are integrated throughout VVC’s “RAM Paths” efforts:

- ▲ Programs are fully mapped out and aligned with further education and career advancement while also providing structured or guided exploration for undecided students.
- ▲ Proactive academic and career advising is provided from the start through completion and/or transfer, with assigned point of contact at each stage.

Guided Pathways (RAM Paths)



CLARIFY THE PATH: Students have access to program plans that clearly define pathways to Employment Skills, Certificates, Degrees, and/or Transfer

GET ON THE PATH: Outreach and matriculation processes inform and prepare new students to enter a pathway

PROCEED ALONG PATHWAYS: Success strategies in place to support all students along their educational and career pathways

QUALITY TEACHING AND LEARNING: Learning experiences intentionally connect, engage, value, nurture, direct, and focus students



- ▲ Responsive student tracking systems are aligned with interventions and resources to help students stay on the pathway, persist, and progress.
- ▲ Basic skills classes and developmental activities are redesigned and integrated to accelerate students to college-level classes.
- ▲ Structured onboarding processes are implemented that provide students with clear, actionable, and usable information they need to get off to the right start in college.
- ▲ Instructional support and co-curricular activities are aligned with classroom learning and career interests.

Because Guided Pathways is a college-wide endeavor, many strategies, activities, and principles are interspersed throughout this plan. The following are those pertaining to specific priorities for guided pathways implementation.

Guided Pathways Blueprint for Success

The following Guided Pathways (RAM Paths) 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
CLARIFY THE PATH		
• Design meta majors, with integrated programs, that prepare students to enter employment and further education levels, along with coordinated program matrices and 2-year program plans with course sequences • Develop informative program plans that guide and prepare students for employment and further education; and are regularly reviewed and updated • Provide information on the college's website on the employment and further education opportunities targeted by each program • Implement online educational planning tools including ensuring students have resources necessary to access them	• Market program plans in broad career-focused academic communities • Clearly display program plans on VVC website • Maintain website and Web Advisor updates • Create syllabus shell to include pathway language	• Through established learning communities, provide clear direction for specific meta major programs • Conduct cyclic review of program plans in collaboration with employers and educational partners • Maintain catalog, website, and other campus informational materials • Provide access to program planning documents online
GET ON THE PATH		
• Implement robust outreach program that informs and engages new students from local high schools and the community in a First Year Experience (FYE) • Conduct outreach, UB, CCAP, Adult Ed, ESL, Strong Workforce, and other pathway supports in coordination with FYE and meta majors	• Conduct effective onboarding/FYE strategies include coordinating career assessment and exploration • Promote "gateway" courses as critical touchpoints for pathway success • Offer year-round student success academies, workshops, and boot camps • Review and analyze student success metrics to inform improvement	• Enhance student onboarding process to ensure it is well defined and successful in preparing students to be effective learners • Utilize gateway courses (by faculty) to introduce, prepare, and ensure successful progress of students through meta majors



NEAR HORIZON 1-2 YEARS

- Provide opportunities and services that are meaningful and accessible for disproportionately impacted students
- Implement multiple strategies for helping students successfully transition to college such as college exploration, education planning, supplemental programs for academically underprepared students in “gateway” courses, academic enrichment opportunities, and dual enrollment college-prep

MEDIUM HORIZON 3-4 YEARS

- Ensure students get a strong start during their first-year experience to persist at higher rates
- Develop online career resources
- Include career exploration and major identification activities as part of outreach and matriculation efforts

FURTHER HORIZON 5+ YEARS

PROCEED ALONG PATHWAYS

- Use case management approach, by Meta Major Success Teams (MMST’s), to support students as they progress toward stated goals
- Implement alerts for advisors and students when students are at risk of falling off their program plans and have policies and supports in place to intervene
- Regularly use Ed Planning and EAB software to provide measurable student progress maps
- Provide assistance to students unable to access highly impacted programs and provide training for other viable paths and careers
- Create student focus groups and faculty inquiry groups to address specific learning needs of at-risk students
- Establish Academic Standards of Progress that are tracked and followed-up on that provides early alert opportunities
- Regularly review outcome data to best strategize improvement
- Engage students in their own education planning
- Develop and implement student success strategies by meta major and career interest
- Ensure catalog, website, and handouts include meta major pathways, program plans, and clear information about how to complete in 2 years
- Provide continuous web access for student education plan development

QUALITY TEACHING AND LEARNING

- Implement instructional and non-instructional program review processes regularly to address quality and effectiveness, including alignment with program learning outcomes and industry standards and requirements for employment
- Formalize professional development opportunities including developing a New Faculty Academy
- Increase knowledge and use of data tools that support Guided Pathways
- Use (supported by ongoing training) data, metrics, and technology in support of assessing outcomes
- Use labor market data to drive curriculum revisions
- Include educational partners in dialogues about effective teaching and learning including embedding equitable activities and practices into classroom pedagogy
- Expand effective teaching and learning strategies--supported by professional development--including equity-mindedness, double-loop learning, practices that promote a learning college culture, etc.

Equity

Effective teaching and learning strategies, supported by professional development, include equity-mindedness

Imperative



Potential Challenges

Considering the 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 fully and successfully implement VVC's Guided Pathways Blueprint for Success.

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
CLARIFY THE PATH		
• Instruction and Student Services recognizing and demonstrating their common interest in preparing and supporting students for a positive, successful learning experience • Students and the college acknowledging their shared responsibility for student success • Developing program plans that provide clear direction for all programs in a way that is understandable to a diversity of students • Addressing need for continuous industry market data and curriculum analysis to inform pathways • Aligning technical skills and requirements to Meta Majors • Addressing need for website and catalog revamp to align with guided pathways • Embedding counseling into guided pathways and offering students access to counselors online • Addressing need to integrate guided pathways into matriculation and onboarding	• Finding an equitable way to communicate all the complexities of holistic, wrap-around-services for all program plans in a system-wide way for the campus community and in multiple modalities for students • Maintaining SEM committee and SEM planning to inform audit annual review and program matrix processes • Addressing need to update and maintain program maps for degree programs of study • Aligning disciplines that do not offer degrees and certificates with guided pathways	• Aligning curricular processes fully with and in support of meta major pathways that provide for credit and noncredit curriculum offered in a variety of modalities along student and employer-centered timelines • Collaborating with Region 9 • Dedicating and increasing hours needed for articulation counselors • Increasing articulation updates
Equity Program plans are developed that provide clear direction for all programs in a way that is understandable to a diversity of students Imperative		
GET ON THE PATH		
• Implementing a comprehensive, strategic marketing plan that provides a clear message of VVC value, commands a positive public image, and supports outreach/in-reach materials that coordinate a "VVC Ram Brand" • Implementing a website and related student access tools that are easy to use, intuitive, and provide meaningful just-in-time information which allows students to be self-directed	• Improving, continuously, the use of marketing tools and outcome data • Enhancing FYE as it continues to grow and serve as an access point for all students new and returning to VVC • Offering pre-enrollment services and pre-entry incentives • Customizing CCC apply to align with Meta Majors • Updating marketing and outreach materials to include guided pathways information • Restructuring admissions, outreach, and matriculation services	• Dialoguing with K-12 and community partners to identify ongoing opportunities for growth • Continuously developing online career resources • Garnering faculty support and involvement in guided pathways • Garnering campus wide participation in Guided Pathways



NEAR HORIZON
1-2 YEARS

MEDIUM HORIZON
3-4 YEARS

FURTHER HORIZON
5+ YEARS

PROCEED ALONG PATHWAYS

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Defining Meta Major Success Teams that are identified, structured, staffed, and accountable• Garnering IT and IR support for data identification, review, and analysis that is widely available and easy to use• Providing professional development for teams that ensures common interests and unified purpose in addition to consistent, meaningful practices• Revamping matriculation processes to include expansion of online resources• Updating, manually, catalog and website with guided pathways information• Garnering faculty participation in Early Alert for the purpose of tracking student progress• Increasing the number of students who are able to participate in special programs that promote high impact practice | <ul style="list-style-type: none">• Implementing inclusive dialogue, robust data-driven analysis for quality decision making, and commitment to quality outcomes drive courageous conversations• Getting and improving access to quality information for students and staff• Dedicating resources for website development and resource expansion• Acquiring career software programs and student engagement tracking• Closing the loop on Early Alert processes and notifications• Implementing digital access and milestone check lists for students• Increasing social media diversity and usage | <ul style="list-style-type: none">• Continuing to improve practices that are evidenced (by award winning campuses) to be effective in promoting equitable student success• Annually auditing course catalog and programs• Implementing necessary academic program changes; particularly in a timely manner• Continuously aligning pathways with CSU and UC requirements• Increasing industry internship/apprenticeship opportunities• Expanding education plan review to a biannual process, online, and in person• Lacking a notification system for curriculum changes |
|---|--|--|

QUALITY TEACHING AND LEARNING

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• Establishing college-wide understanding of student outcome metrics and regular access to data• Establishing clear understanding of how each individual plays a role in student success• Committing to teaching and learning as a two-way process | <ul style="list-style-type: none">• Expanding and scaling robust, collegial dialogue that supports sharing of best practices and promotes group learning• Enhancing the Caring Campus Campaign that involves all departments in a measurable way• Expanding external partnerships | <ul style="list-style-type: none">• Getting the entire VVC campus community to recognize its role as a learning college--continuously learning and growing while engaging and supporting students as partners in their learning process• Utilizing assessment to close student achievement gaps in outcomes, completion, and retention• Implementing equity-minded practices and continuously reviewing organizational structures and practices such as a syllabus review and co-requisite course requirements as potential barriers for student access and success |
|--|---|---|

Progress Indicators



Progress indicators will be established to monitor and drive Guided Pathways efforts 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

CLARIFY THE PATH

- 100% of programs are mapped to a meta major and have 2-year program plan
- 100% of programs have comprehensive 2-year program plan that includes recommended wrap-around services, extra-curricular activities, and internship/cooperative education and/or other co-curricular learning experiences
- Employer and educational partners are included in ongoing, collaborative dialogue to review and improve programs

GET ON THE PATH

- 70% of students:
 - Engage with EAB Navigate
 - Complete
 - Assessment
 - Orientation
 - Counseling
 - Declare a pathway/program
 - Engage with FYE
- Demographic data shared with programs, SEAC for review, and intentional strategic planning
- 80% of students:
 - Engage with EAB Navigate
 - Complete
 - Assessment
 - Orientation
 - Counseling
 - Declare a pathway/program
 - Engage with FYE
- Review access and retention in Gateway courses for each meta major is completed
- 90% of students:
 - Engage with EAB Navigate
 - Complete
 - Assessment
 - Orientation
 - Counseling
 - Declare a pathway/program
 - Engage with FYE
- Gateway course data is improved

PROCEED ALONG PATHWAYS

- Student Success Teams are created and piloted, including:
 - #/% of students who participate in MMST
 - #/% of students contacted by the team
 - #/% of students referred to academic support
 - #/% of Early Alert referrals from faculty
 - Review of general retention and persistence data is completed
 - Demographic data is reviewed by programs and SEAC is included
- Measurable increases on indicators from previous years
- All Meta Majors have Success Teams (MMST)
- 100% of new HS students participate in a MMST
- Retention and persistence rates improving across all meta majors
- Measurable increases on indicators from previous years
- Completion rates improving across all meta majors to “award winning” levels

QUALITY TEACHING AND LEARNING

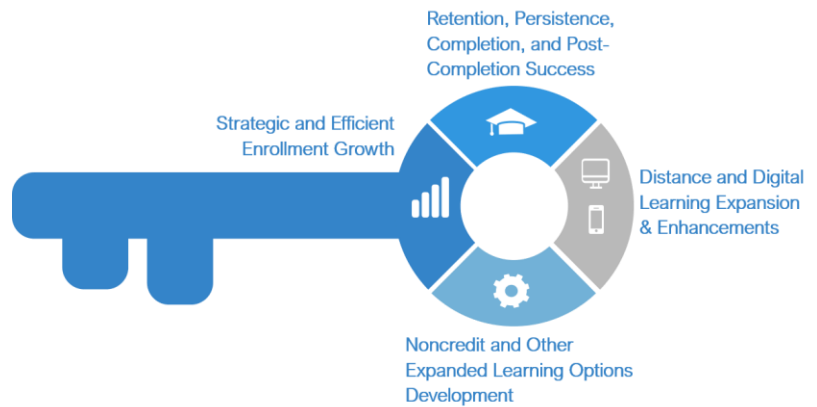
- SLO's are regularly assessed, reviewed, and updated (college data)
- Courses/programs are annually assessed, and curriculum updated as needed
- New Faculty Academy explores most effective practices in quality teaching and learning
- Student voices are used to inform learning
- Employer and educational partners are engaged in dialogue to ensure relevancy of curriculum
- New Faculty Academy participants and alumni actively engage in robust professional development program
- Campus community continually improves practices as informed by Community College Survey of Student Engagement (CCSSE)
- Student feedback acknowledges high quality of teaching and learning at VVC, as evidenced by CCSSE, student surveys, and focus group results



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 and Enhancements
- ▲ Noncredit and Other Expanded Learning Options Development



Each of these priorities 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 address 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)

- Establish a SEM; finalize and adopt a comprehensive SEM plan including:
 - revising VVC's definition of academic programs to be credential-, completion-based (e.g., certificate, degree, ADT, etc.)
 - utilizing program-based and student-pathway-based data, analysis, and strategies (which extends beyond typical course-based, discipline-based approaches)
 - rigorous performance benchmarks and stretch goals for retention, persistence, and completion and that, conversely, automatically trigger program examination if significantly underperforming
 - establishing SEM formulas/ratios that drive higher retention, persistence, and completion rates (e.g., Headcount/Completions, etc.)
 - establishing Std Hr./FTEF allocations (also tied to SEM formulas) that drive program offerings and are tied to performance benchmarks
 - establishing data-driven triggers, timelines, and accountability for programs to meet performance benchmarks
 - 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 benchmarks, 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

- 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)
- 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)
- 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

- 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

- 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

- Obtaining/allocating resources to support peer communications and mentoring
- Obtaining/allocating resources to acquire communications systems/tools

MEDIUM HORIZON
3-4 YEARS

- Sustaining communication and engagement activities from prior years

FURTHER HORIZON
5+ YEARS

SUPPORTIVE DATA/INFORMATION INFRASTRUCTURE

- 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 address 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:
 - 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):
 - 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

- Make Std Hr. allocations based on past enrollment/completion performance and targeted for improving enrollment growth and efficiency
- 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 studies¹⁰) 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

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

- 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

MEDIUM HORIZON 3-4 YEARS

FURTHER HORIZON 5+ YEARS

STRATEGIC SCHEDULING

- | | | |
|--|---|--|
| <ul style="list-style-type: none">• 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) | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Conduct communications audit• Establish, implement strategic communications plan for new and returning student enrollment – including outreach and marketing (including VVC Caring Campus WOW strategies) | <ul style="list-style-type: none">• Establish procedures and processes for timely updating communications methods and information• Examine results and impact of communications plan and strategies; make necessary adjustments | <ul style="list-style-type: none">• Sustain strategic communication efforts from previous years• Update strategic communications plan |
|--|--|--|



NEAR HORIZON 1-2 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

MEDIUM HORIZON 3-4 YEARS

- Refer to Retention, Persistence, Completion, and Post-Completion Success section for more communications strategies and activities

FURTHER HORIZON 5+ YEARS

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)

- | | | |
|---|---|---|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Scaling and sustaining course scheduling strategies from previous years | <ul style="list-style-type: none">• Scaling and sustaining course scheduling strategies from previous years |
|--|---|---|

STRATEGIC COMMUNICATIONS

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• Garnering student input for communications plan communications strategies, messaging, and methods – particularly input necessary | <ul style="list-style-type: none">• Consistently implementing procedures for the timely updating of | <ul style="list-style-type: none">• Sustaining communication activities from previous years |
|--|---|---|



NEAR HORIZON 1-2 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.

MEDIUM HORIZON 3-4 YEARS

communications methods and information dissemination

- Sustaining communication activities from previous years
- Evaluating success of different communications strategies, methods, messages

FURTHER HORIZON 5+ YEARS

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

- 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

MEDIUM HORIZON 3-4 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

FURTHER HORIZON 5+ YEARS

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

- 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

MEDIUM HORIZON 3-4 YEARS

- 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

FURTHER HORIZON 5+ YEARS

- 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

DISTANCE AND DIGITAL LEARNING STRATEGIC PORTFOLIO

- 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.)
 - Start with programs that are most likely to be in demand for this population
 - Focus on establishing entire certificate and degree programs online
 - 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

- 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 literacy¹¹ and success in online and hybrid courses.

MEDIUM HORIZON 3-4 YEARS

- 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.)

FURTHER HORIZON 5+ YEARS

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 development 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 development 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

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

- 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

MEDIUM HORIZON 3-4 YEARS

- 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

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• Sustaining and expanding distance and digital learning activities/efforts from prior years• Identifying, procuring, and implementing new digital learning tools and solutions | <ul style="list-style-type: none">• 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

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• 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) | <ul style="list-style-type: none">• 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) | <ul style="list-style-type: none">• Identifying expanded priorities (e.g., populations, strategy areas) for further development |
|--|---|---|

CAPACITY DEVELOPMENT AND SUPPORT

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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

- | | | |
|--|---|---|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• # and type of distance and digital learning solutions and tools purchased, implemented• # and % of faculty and staff using distance and digital learning tools | <ul style="list-style-type: none">• 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

- | | |
|--|--|
| <ul style="list-style-type: none">• # 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 | <ul style="list-style-type: none">• # 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

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 2017¹². Additionally, nearly 2/3rds (65%) of postsecondary education and training investment is taking place outside of colleges and universities¹³.

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 future¹⁴. 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.

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 Network¹⁵ 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

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



NEAR HORIZON 1-2 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

MEDIUM HORIZON 3-4 YEARS

- 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

FURTHER HORIZON 5+ YEARS

- 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

Equity

Prioritize development of noncredit and other learning options that directly lead students to careers that pay family sustaining wages

Imperative

Imperative

STRATEGIC PORTFOLIO

- | | | |
|--|---|--|
| <ul style="list-style-type: none">• Noncredit development priorities:<ul style="list-style-type: none">○ Develop noncredit college prep courses/academy○ 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○ Expand Adult Ed program growth and strategies to increase learners’ skill development○ Develop short-term CTE courses and certificate programs (CDCPs) with high market demand (continuing education)○ Create noncredit certificate programs in all noncredit categories including modularized courses that stack/lattice within multiple CDCPs such as ESL• Contract Education development priorities:<ul style="list-style-type: none">○ Expand partnerships and training portfolio○ Establish training portfolio at Southern California Logistics Airport Training Center• Inmate and Re-Entry Education development priorities: | <ul style="list-style-type: none">• Noncredit development priorities:<ul style="list-style-type: none">○ Expand distance and digital noncredit learning (e.g., online, hybrid, etc.)○ Expand short-term CTE courses and certificate programs with high market demand (continuing education) and meet Strong Workforce Program metrics• Contract Education development priorities:<ul style="list-style-type: none">○ Expand partnerships and training portfolio○ Distance and digital not-for-credit learning (e.g., online, hybrid, etc.)○ Expand ETP partnerships and VVC offerings• Community Education development priorities:<ul style="list-style-type: none">○ Expand community education course portfolio• Inmate and Re-Entry Education development priorities:<ul style="list-style-type: none">○ Expand inmate education partnerships and learning options portfolio | <ul style="list-style-type: none">• Noncredit development priorities:<ul style="list-style-type: none">○ Explore additional in-demand areas (such as “emeritus” aka older adult courses/programs for seniors)• Contract Education development priorities:<ul style="list-style-type: none">○ Expand partnerships and training portfolio○ Expand ETP• Community Education development priorities:<ul style="list-style-type: none">○ Expand course portfolio• Inmate and Re-Entry Education development priorities:<ul style="list-style-type: none">○ Expand inmate education partnerships and learning options portfolio○ Expand re-entry partnerships and learning options portfolio○ Expand/sustain integrated supports for incarcerated students○ Expand/sustain integrated supports for re-entry students• Work-based Learning and Apprenticeship development priorities: |
|--|---|--|



NEAR HORIZON 1-2 YEARS

- Expand inmate education partnerships and learning options portfolio
- Expand re-entry partnerships and learning options portfolio
- Provide integrated supports for incarcerated students
- Provide integrated supports for re-entry students
- Flexible learning options development priorities:
 - 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

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

FURTHER HORIZON 5+ YEARS

- Expand Cooperative Education
- Expand Apprenticeships
- Flexible learning approaches development priorities:
 - Expand number of CPL courses and CPL activities
 - 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

- Increasing awareness and understanding of the importance of noncredit and other expanded learning options
 - For supporting and increasing student success
 - For serving diverse populations with goals other than a credit-bearing certificate/degree
 - For business/industry and community needs that extend beyond credit-bearing certificate and degree programs
 - For maximizing VVCs performance on Vision for Success and Strong Workforce Program performance metrics
 - 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.

MEDIUM HORIZON 3-4 YEARS

FURTHER HORIZON 5+ YEARS



NEAR HORIZON
1-2 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

MEDIUM HORIZON
3-4 YEARS

FURTHER HORIZON
5+ YEARS

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



ACADEMIC AFFAIRS AND ACADEMIC PROGRAM PLANS

The external scan revealed demographic trends that will significantly change the make-up of college student population and the education programs and delivery modalities they desire and learn best from.

Younger Generation Z students, who are currently enrolled in VVC dual enrollment programs, comprise most recent high school graduates transitioning to the college and soon will be the majority of VVC's enrollment. These students are experience-driven and seeking more quality, personalized, and technology-mediated learning. Mobile technologies and video interfaces will be essential for serving these younger student populations. Quality and immersive physical learning spaces, collaborative learning opportunities, and the way educational experiences make students feel will be important to appeal to this student population and for competing with online and alternative delivery providers that are growing but cannot provide the same in-person experiences. The college will also need to re-imagine and transform learning space design including classrooms and the library.

VVC will begin serving five to six generations of students including a much older population. This aging population will be seeking higher education in numbers never seen before and combined with expanding numbers of non-traditional students will increase demand for learning options that accommodate working adults. Therefore, the college will need to offer a full range of flexible programs and delivery modalities such as online learning, micro-learning and credentials, and credit for prior learning and work experience.

Significant numbers of older adults will not be able to retire. They will be seeking education and training opportunities to re-skill, up-skill, and/or make career transitions. Credit programs will need to adjust to serve a much older student population who historically have had lower retention, persistence, and success rates. The noncredit, contract education, and community services departments will need to expand short-term up-skilling and re-skilling programs for this student population. Additionally, a robust "emeritus" (e.g., older adults) program will become an opportunity in the not-to-near future. Historically, emeritus programs typically included courses in arts and crafts, health and wellness, music, body dynamics and aging process, literature and writing, nutrition, technology, communications, consumer education, social studies, and retirement living but will need to expand to accommodate working seniors.

An expanding, older population also means the college should begin planning and developing new or expanded academic programs for industries and occupations that serve the elderly. A geriatric specialization in fitness training programs (e.g., Kinesiology), eldercare mental health (e.g., Psychology), and elder day care (e.g., Child Development) are a few examples. This is also an opportunity to attract older students to these programs who may be looking to transition to a new career including one that can prolong their ability to work in their senior years. Marketing the programs to an older market will be a new approach for the college while it targets programs for an aging population.

Given the depth and breadth of distance education providers and programs, the quality of distance education will soon outweigh quantity. To keep pace, academic programs must increase online, hybrid, and other e-learning/digital programs and course offerings. To do so, professional development for instructors and other supports for faculty and students in online courses will need to greatly expand. To achieve better quality, online programs will have to become mobile friendly, integrate adaptive and personalized learning technologies, be connected to student services including career services, and diversify offerings. Micro- and mobile-learning modalities and digital badges will also need to be developed and expanded. These changes will become essential with the growth of Generation Z students who are digital natives and expect



personalized learning that is career connected. New and creative business models will need to be developed to support multiple and varied delivery options.

Community colleges will have a distinct advantage in the online learning market if: (1) programs offered are more diversified than the handful of typical online programs at colleges and (2) they are of high-quality and offered at the community college tuition rate or even free if they are offered through noncredit.

The environmental scan illuminated changing social-political dynamics, mostly stemming from the shift in power and influence. These shifts reflect a paradox of progress considering many present challenges due to progressive changes in technology, healthcare, economics, and more. Peer coordination, agency of the crowd, and participation scale is growing. Technological advances are aggravating divisions between technology “winners” and “losers”. Gender power dynamics are shifting. Gaps in politics are widening, the proper role of government is being challenged, and governing is getting more difficult. Additionally, ideas and identities are driving a wave of exclusion. These dynamics provide social science disciplines and programs with ample conditions to address, providing real-world contexts useful for instructional purposes and appealing to students.

Industries 4.0 and 5.0 are changing the future of work. The college will need to develop new programs as new or transformed occupations emerge, make curricular changes as new skill-sets and competencies are demanded, adjust programs related to industries/occupations being impacted by automation, and incorporate new technologies and materials so students graduate with state-of-the art experiences and competencies.

Here are a few examples of the future of work and implications for VVC programs and curriculum. First pertaining to the sciences, digital innovations such as 3D modeling and Virtual and Augmented Reality (AR/VR) (coupled with modeling) are transforming many fields like geography, geology, and environmental science thus, expanding the skills sets required of professionals in these fields. In Biology, the Internet of Things (IoT) will increasingly depend on miniaturized sensors which will evolve to nanoscale sensors that would be small enough to circulate within living bodies and will take the field into whole, new dimensions. Robotics is bringing about breakthroughs in unlocking the human genome. And new materials are transforming the industry such as the integration of cellular and molecular biology, genetics and developmental biology, tissue biotechnology is fostering the bioengineering of new prosthesis and organs. In addition to developing new programs such as robotics and GIS, these changes also mean interpreting and using data, working collaboratively, and co-designing skills will be in high demand and these competencies.

For Computer Information Systems, the future of computing is scaling fast and is nearly limitless with the explosion of Industry 4.0 and new technologies that are emerging every day. The field has become so broad that—what was once a single or few disciplines—are now often multiple, separate academic disciplines such as Information Technology and Software Development. New studies are also emerging such as Artificial Intelligence, Data Science (which intersects with Mathematics), Machine Learning, Pattern Recognition, Computer Graphics, Computer Game Design, and Cybersecurity. Social media, video calling, and chatting apps are completely revolutionizing the way people interact and work, also spurring new fields of study.

In Nursing, the accelerated pace of care and advanced technologies, nurses are expected to have an expanded set of competencies including leadership, health policy, system improvement, research and evidence-based practice, and teamwork and collaboration. Nurses also are being called upon to fill broader roles and to master technological tools and information management systems while collaborating and coordinating care across teams of health professionals.

Additionally, many opportunities exist and will increase in the Gig Economy for students to have a DIY career. However, the market will be saturated with individuals who are seeking to follow this route. Students will need new skill-sets to be



successful in this environment. Some VVC programs that will likely have large numbers of students who will be gig workers are visual communications, graphic design, music, and theater.

Digital literacy skills will be of increasing importance in an Industry 4.0 and 5.0 world and developing them in all students at VVC should be a priority.

Additionally, given the rapid pace at which industries and occupations will change, individuals will have to continuously up-skill and/or change careers. This will increase the demand for “just-in-time” education and perpetual, life-long learning. Therefore, VVC will need to increase the speed at which programs are developed and launched, increase scheduling flexibility, and establish life-long relationships with students to serve them as they transition within and between careers.

These and many more changes that stem from the environmental scan, were considered by each academic program, and are reflected in the academic plans that follow.

3D-Animation

Program Description

The 3D-Animation program curriculum is geared toward individuals interested in creating video games, broadcast commercials, product visualizations, animated logos, 3D website graphics, and film-based animation and special effects. Students learn essential techniques and disciplines for producing professional quality work, with each class built around a series of simulated problem-solving projects similar to those that one would encounter in a real-world production environment. Graduates possess entry-level skills designed to position them for jobs such as 3D modeler, character animator, game level designer, texture artist, lighting design technician, effects artist, and many other exciting career opportunities.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends will likely have several programmatic implications for the 3D-Animation program in the next five years as follows.

- ▲ The exponential growth of internet users, coupled with innovation in motion graphics animation, translates into expansive and unlimited growth in the industry.
- ▲ Market demand is high for 3D elements, integrating 2D and 3D animation and inserting 2D over layers, adding complex visual effects to video, kinetic typography, digital-surrealism, motion graphics animation for augmented and virtual reality, and the use of motion graphic templates in web and mobile applications.
- ▲ Many opportunities exist and will increase in the Gig Economy for students to have a DIY career as an independent artist/contractor.
- ▲ The rapid pace at which technologies change in the industry means there will be sustained demand for noncredit, continuing education programs.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.



PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Examine and revise program curriculum to meet current business/and industry needs to increase enrollment and student career success.	Strategic and Efficient Enrollment Growth Retention, Persistence, Completion, and Post-Completion Success	Student Experience and Success
Increase VVC counseling staff awareness and knowledge of the 3D-Animation program to assist students' enrollment and successful progress/completions.	Retention, Persistence, Completion, and Post-Completion Success	Institutional Learning
Increase community and feed high school awareness and knowledge of the 3D-Animation program to support program growth.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Create better articulated courses and programs with universities and private schools in the region to improve student transfer success.	Retention, Persistence, Completion, and Post-Completion Success	High Quality Practices/ Excellence
Develop curriculum with an emphasis on DIY careers including additional focus on "hard skills" and alignment within industry trends to promote student career success.	Retention, Persistence, Completion, and Post-Completion Success	Student Experience and Success
Expand online course offerings.	Distance, Digital Learning Expansion and Enhancements	Student Experience and Success
Keep current with industry-proven software applications, while using real world techniques and practices, to ensure student success.	Retention, Persistence, Completion, and Post-Completion Success	Student Experience and Success

Agriculture/Natural Resources

Program Description

California and the United States are rapidly reaching a crisis situation in the management and preservation of natural resources. The recent crises with water and energy in California bear witness to this fact. The most important issues concern the critical natural resources of food, energy, water, air, minerals, wildland, and wildlife. It is essential that our society be taught a greater awareness of the need to conserve and wisely manage these resources. Careers and the public and private entities that produce, manage, and use these resources are expanding rapidly as the critical nature of these issues become more apparent. Individuals that are trained in agricultural and natural resource management principles and technologies are perfectly positioned to take advantage of these exciting opportunities.

On the Horizon

Current and projected global, U.S., California, and regional/local industry changes, shifting demographics, technological changes, policies, and other trends/conditions (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Agriculture and Natural Resources programs in the next five years as follows.



- ▲ Globally, the agriculture industry is facing several challenges in meeting the food demands of the future: population growth, scarcity of natural resources, climate change, and food waste and to meet these challenges, farmers and natural resource stewards will need to use different techniques and integrate many new and innovative agriculture technologies.
- ▲ California and the United States are rapidly reaching a crisis situation in the management and preservation of natural resources. The most important issues concern the critical resources of food, energy, water, air, minerals, wildland, and wildlife. Careers and the public and private entities that produce, manage, and use these resources are expanding rapidly as the critical nature of these issues become more apparent.
- ▲ California is a leader in the world and the U.S. in the level of environmental policy and successful implementation of sustainable practices as well as both the size and level of innovation in agriculture.
- ▲ Because of the proliferation of complex, science- and technology-based practices and applications in the industry, the demand for agricultural, environmental, and natural resource professional with advanced degrees is increasing.
- ▲ Job growth and industry demand for agriculture and natural resource related positions will continue to remain strong; especially for individuals with science- and technology-related skills.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Implement multiple Agricultural Science and Natural Resource Management (ASNR) certificate and degree programs ¹⁶ that allow students to begin their studies in high school, transition to VVC, directly obtain a career, or seamlessly transfer to a university via Associates of Science Transfer Degrees (AST).	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence Student Experience and Success
Develop and implement in-demand classes and workshops (in multiple delivery modalities including noncredit) that teach applied natural sciences and technology skills needed to compete in this career field including animal, plant, soil, geographic information, and environmental and water science; environmental technologies such as Geographic Information Systems (GIS), Global Positioning Systems (GPS), soil and water analysis, sustainable agriculture, integrated pest management, and ecological restoration.	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post-completion Success Noncredit, Other Expanded Learning Options Development	Student Experience and Success
Launch the Mojave Sustainability Collaborative—formalizing community partnerships with government agencies industry partners, local high schools, and other VVC departments—and co-develop interdisciplinary classes, expand dual enrollment and articulation agreements, and increase program growth and success.	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post-completion Success	Institutional Learning

¹⁶ The department will develop and implement 2 new AST degrees in: Agricultural Science-Plant Sciences; and Agriculture Science-Animal Sciences and 9 "stackable" industry recognized Certificates of Achievement (COA), that prepare students for entry into careers in this sector and facilitate industry required license exams within two career pathways as follows: Animal and Veterinary Science Pathway: Agriculture Animal Sciences, AS-T Animal Science Specialist (COA**) Equine Science Specialist (COA**) Agricultural Sciences and Natural Resources Pathway: Agriculture Plant Sciences, AS-T Environmental Horticulture, AS Ecological Restoration (COA**) *Environmental Horticulture and Landscaping (COA**) Floral Design (COP***) *Plant Science (COA**) Natural Resource and Environmental Technician (COA**) Geospatial Technology (COA**) Irrigation and Water Management (COA**) **Certificate of Achievement (COA) *** Certificate of Preparation (COP)



Anthropology

Program Description

Training in anthropology will prepare one for any career that involves working on the interface between two or more cultures, aspects of human biology and evolutionary history, humanity's past, and the origins and evolution of language and its connection to diverse cultures. Specialized preparation in this subject can lead to some of the world's most exciting and interesting work—the study of past and existing lifeways; archaeological excavation and interpretation; primate behavior; and social research into economics, politics, law, language, religion, art, and music.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely spur several program changes within the Anthropology program in the next five years as follows.

- ▲ Changing socio-political dynamics provide ample conditions for real-world contexts that have proven useful for instructional purposes in anthropology.
- ▲ Industry 4.0 is spawning new, "hybrid" occupations that draw from and integrate liberal arts disciplines, such as anthropology, sociology, psychology, political science, and economics coupled with career technical disciplines.
- ▲ Cultural anthropology continues to experience a resurgence as the practice of integrative design grows exponentially.
- ▲ Anthropology is one of the most popular disciplines in the social sciences for students to enroll in to meet general education and transfer requirements.
- ▲ Because anthropology examines matters of biological, social, political, and economic importance and because of its popularity, specific anthropology courses (such as Cultural Anthropology and Biological Anthropology) should be identified as "recommended choices" for general education requirements for select programs of study such as business, nursing, etc.
- ▲ To meet students' increasing expectations for career-connected programs and an expeditious path to their desired career, it will be essential for the development of an Associate Degree Transfer program that includes stacked, career-related certificates.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Develop an AA/ADT Anthropology degree and embedded/stacked certificate programs (e.g., field/lab assistant) to increase students' transfer and career opportunities; including in an online modality.	Strategic, Efficient Enrollment Growth Distance, Digital Learning Expansion and Enhancements	Student Experience and Success



PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Collaborate with counselors to recommend courses for STEM/Non-STEM majors and as guided choices for select degree programs.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Expand resources, including facilities, to support program growth.	Strategic, Efficient Enrollment Growth	Student Experience and Success

Architecture Drafting and Design

Program Description

Victor Valley College offers preparatory courses for transfer into a school of architecture through the Computer Integrated Design and Graphics (CIDG) Department. Students can also obtain architecture-related certificates that prepare them to enter into a school of architecture at the university level with an Associate in Science degree or go directly into the workforce.

On the Horizon

An analysis of current and projected industry changes, labor market demand, shifting demographics, and other trends reveals several opportunities for programmatic changes, growth, and new delivery modalities as follows.

- ▲ Technological advancements and the age of "Big Data" is transforming the architecture industry.
- ▲ The boundaries of architectural drafting are achieving new dimensions with 3D solid modeling (within CAD programming) and in 3D rendering software, Virtual Reality, and building information modeling (BIM) technologies.
- ▲ Labor market data indicates there will be steady employment in the greater San Bernardino area.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Examine and revise program curriculum to meet current business/and industry needs to increase enrollment and student career success.	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Increase VVC counseling staff awareness and knowledge of architecture programs to assist students' enrollment and successful progress/completions.	Retention, Persistence, Completion, Post-completion Success	Institutional Learning
Increase community and feed high school awareness and knowledge of the architecture programs to support program growth.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Create better articulated courses and programs with universities and private schools in the region to improve student transfer success.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence



Art, Photo, and Commercial Art

Program Description

Through the department a student may take art courses to fulfill humanities general education requirements; to become aware of art's role in civilization; to develop a career in art; to become acquainted with an exciting, creative diversity of media; and to make a statement about himself/herself for self- enrichment and expression. The art programs provide for individual consultation with the faculty. Students may choose a program leading to an AA degree and art courses that are transferable to four-year colleges.

On the Horizon

Shifting demographics, technological changes, contemporary challenges, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Art, Photo, and Commercial Art program in the next five years as follows.

- ▲ Artists and their work have always been greatly influenced by contemporary challenges and in the near-term future will be grappling with artificial intelligence, human colonies in outer space, and others that are unimaginable today.
- ▲ Industry 4.0—including automation, robotics, 5G, AI, cybersport, Internet of Things, artificial neural networks, and cloud technology—and other new and emerging technologies are also transforming, democratizing, and disintermediating creativity, art-making, and curation.
- ▲ Rapid development and adoption of new technologies is increasing the prevalence of augmented- and virtual-reality enabled immersive experiences, new media and digital formats, a neo-hybrid art movement, and increasing the breadth of artists and collaboration among them.
- ▲ The internet and digital resources have opened access to fine art information and tools that previously had been reserved exclusively to fine artists.
- ▲ Workforce demand for commercial art and multimedia graduates exceeds the supply and there are opportunities for enrollment expansion.
- ▲ Many Art and Commercial Art students are Generation Z, digital natives who seek and prefer more technology/digital-enabled and career-connected learning. Photography has a wide range of student age groups. Therefore, the department will need to offer courses in different delivery modalities, utilize non-traditional scheduling options, employ digitally-enhanced instruction, and find other strategies that work for multi-generations of learners.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Integrate the latest and most relevant technology in the teaching and production of art to improve instruction and student success/transfer rates and keep students current with contemporary art practices.	Retention, Persistence, Completion, Post-completion Success Distance, Digital Learning Expansion and Enhancements	High Quality Practices/ Excellence



PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Develop and promote multiple career pathways and opportunities in the arts (both fine and applied) by making every course transferrable, re-designing commercial art as graphic design, and integrating graphic design with illustration and web-based applications.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Acquire resources (e.g., gallery, technology, etc.) and expand co-curricular and community service activities that both enrich the cultural life of students, faculty, and the community and keep students current with contemporary art practices that increase completion, transfer, and career success.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence Student Experience and Success

Automotive Technology

Program Description

It is the mission of the Automotive department of Victor Valley Community College to provide quality automotive instruction to a diverse community of students; the array of courses offered serve the educational needs of the beginning student as well as the employed professional. Through industry input the department strives to create and maintain the most up-to-date-curriculum based on current industry trends. The department acquires and maintains the appropriate equipment that augments the current course curriculum. Each year the Bureau of Labor Statistics lists the need for Automotive Technicians as one of the nation's highest. Victor Valley College's automotive program is designed to give the student a thorough and complete knowledge of the basics of the modern automobile. The program is capable of training the student to entry-level performance on the latest industry-approved equipment.

On the Horizon

An analysis of current and projected industry changes, labor market demand, shifting demographics, and other trends (refer to Environmental Scan in Supporting Documents) reveals several opportunities for programmatic changes, growth, and new delivery modalities as follows.

- ▲ The next 5 years could bring more change to the auto industry than the past 50 including the rapid expansion of new technologies, the shift to internet in aftermarket auto repair, the “electrification” of transportation, and autonomous vehicles.
- ▲ There is a serious lack of automotive technicians who can work on advanced technologies in vehicles today, and that shortage is likely to continue.
- ▲ Several transportation industries are highly competitive in San Bernardino County including Truck Transportation and Rail Transportation.
- ▲ Job growth for automotive-related positions will remain strong and above the national average.
- ▲ Education programs in the Greater San Bernardino, Riverside, and Ontario area are not keeping pace with employment demand.
- ▲ There are ample opportunities to develop short-term programs (including noncredit) for in-demand occupations and skills that have the purpose of preparing students for occupations requiring only short-term training and for incumbent workers who want to upskill and keep pace with industry demand.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.



PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Increase Certificate of Achievement and Associate of Science degree completions by implementing multiple strategies including modularizing/chunking courses; stacking/latticing courses, certificates, and degree(s); increasing online offerings; and shorter-term and other flexible scheduling options.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Increase program visibility to high school programs, industry partners, and general public.	Strategic, Efficient Enrollment Growth	High Quality Practice/Excellence
Increase graduates' employment attainment outcomes by rapidly updating curriculum to stay current with industry changes and instruct and counsel students on industry requirements.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Develop heavy-duty diesel program to meet transit/bus and rail industry mechanic demand and provide more living-wage employment opportunities for graduates.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Develop new, noncredit programs including noncredit versions of existing credit courses/certificates such as the smog inspector program.	Noncredit, Other Expanded Learning Options Development	Student Experience and Success

Aviation

Program Description

The VVC Aviation program is the result of a collaborative effort including the college, city, county, and industry leaders. Under the Victor Valley Aviation Education Consortium (VVAEC) all stakeholders have come together to make this training and employment opportunity available in the High Desert. Over \$700,000 has been donated by city, county, and state officials to renovate classrooms, create lab spaces, and fully equip the labs according to FAA specifications.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Aviation program in the next five years as follows.

- ▲ The aviation industry is expected to undergo significant job growth to meet passenger demand and needs propelled by several aviation industry trends including an expected 75% increase in ground operations (maintenance) jobs in the next several years at the same time there is a shortage of qualified personnel.
- ▲ Aircraft operators are pushing for faster troubleshooting, automated aircraft inspection to reduce downtime, better task planning, and optimized parts management and they are implementing a range of innovative technologies to do so. Digital fluency and skills will be increasingly expected of aviation mechanics and personnel.
- ▲ Many aviation mechanics are retiring or near retiring. This trend combined with the increased need for maintenance means the demand for new workers will be strong in the near- and long-term.
- ▲ Labor market data analysis reveals there are significant career and employment opportunities for aircraft mechanics and technicians in the greater San Bernardino, Riverside, and Ontario area.
- ▲ There is wide distribution of student age groups taking Aviation courses and the department will be one of the first at VVC to identify multi-generational strategies and practices necessary for ensuring student access, retention, and success such as offering courses in different delivery modalities, utilizing non-traditional scheduling options,



employing digitally-enhanced instruction, and implementing other strategies that work for multi-generations of learners.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Obtain FAA approval to increase the 100 student cap to 200 to enable program growth.	Strategic, Efficient Enrollment Growth	Institutional Learning
Strengthen the program to include digitally-enhanced, competency-based pedagogies including hybrid delivery, soft skills, and new and emerging technologies.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence
Create an automated student record database for tracking student attendance and lecture and lab grades and through digital inquiry develop strategies for improving student success.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence
Create and maintain higher-level learning experiences that are consistent for both morning and evening programs.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success

Basic Skills

Program Description

The Basic Skills program provides students with the opportunity to build a strong foundation in English and/or mathematics.

On the Horizon

Current and projected policy changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Basic Skills program in the next five years as follows.

- ▲ AB 705, a key policy impacting mathematics and English instruction, has initiated a re-thinking of which, how, and when mathematics is taught; development of new teaching pedagogies and delivery modalities; and the implementation of multiple strategies (including basic skills approaches) for ensuring students' success.
- ▲ There are ample opportunities for expanding the Basic Skills program to include additional "essential skill" options for developing in demand skills including in a noncredit modality.
- ▲ Interdepartmental coordination and collaboration are critical for providing students a full spectrum of math, English, and essential skills options and for mitigating instructional redundancies and/or gaps.
- ▲ The new generation of college students (Generation Z) are digital natives who seek and prefer more technology/digital-enabled and career-connected learning and are many of the students taking basic skills courses.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.



PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Develop strong, comprehensive non-credit program that helps students reach academic or workforce goals; including in partnership with the Adult Education, English, mathematics, and other college programs.	Strategic, Efficient Enrollment Growth Noncredit, Other Expanded Learning Options Development	Student Experience and Success
Provide ongoing professional development opportunities for noncredit basic skills instructors to enhance their expertise in delivery of basic skills instruction, services, and student support.	Retention, Persistence, Completion, Post-completion Success	Institutional Learning High Quality Practices/ Excellence
Develop a reading and writing certificate program to increase essential skills students need to succeed in all college courses.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success

Biology

Program Description

The Biology department offers courses in a variety of interconnected topics, including microbiology, molecular biology, cellular biology, genetics, anatomy, physiology, and ecology. Many of the topics address important social issues including public health, natural resource management, nutrition, and the law.

Students and faculty collaborate on laboratory research, fieldwork, and publications with real-world application. The department provides students with a broad exposure to biological processes and systems and a deep understanding of biology at environmental, organismal, cellular, and molecular levels. Through these experiences VVC students gain a conceptual and experiential understanding of the biological sciences spanning from molecules to ecosystems.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Biological Sciences program in the next five years as follows.

- ▲ Biological sciences are facing a 'data tsunami' and data analytics and research, to make all this data meaningful, will be of increasing importance and in-demand skill-set.
- ▲ Many developments are occurring in biotechnology and expanding career opportunities.
- ▲ Given the increasing complexity of biological technologies and processes, most biology-related careers require a bachelor's degree or higher and having a robust biology transfer degree pathway will be important for students' long-term career success.
- ▲ The new generation of college students (Generation Z) are digital natives who seek and prefer more technology/digital-enabled and career-connected learning and are many of the students taking biological science courses. To meet the needs and learning preferences of these students, courses, and experiences in multiple modalities, including online, will be important.



Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Develop/implement new certificate and degree programs to meet industry and student demand and provide students with more career opportunities including a Biology AS-T Human Biology AS degree, Nutrition AS-T degree, and Biotechnology and Forensic Science certificate programs that are stacked, latticed within degree programs (including across other departments)	Strategic, Efficient Enrollment Growth	Student Experience and Success
Increase online/digital learning options to free up classroom space so class offerings can be expanded and to increase equity and opportunity for students.	Distance, Digital Learning Expansion and Enhancements Strategic, Efficient Enrollment Growth	Student Experience and Success
Expand research activities and opportunities (a distinctive program niche), with supportive resources, to increase students' transfer and subsequent advanced degree and career success	Retention, Persistence, Completion, Post- completion Success	Student Experience and Success

Business Administration/Economics

Program Description

The Business Administration department offers a variety of courses in business which allows a student to comply with the lower-division requirements for transfer to university-level programs. Courses are also offered which allow the student to prepare for entry-level careers and for upgrading job skills.

The department offers two certificates: A Management Certificate and Bookkeeping I certificate. The certificate programs are designed for students interested in entering the field of business or who are currently working and would like to upgrade their business skills. Students completing the Management certificate will have entry-level management knowledge and skills. Students completing the Bookkeeping I certificate will have entry-level bookkeeping/accounting clerk skills. These certificates also indicate that the student has completed a series of skill-upgrading courses for those already employed.

In addition to the certificates, students may also earn an Associate of Science Degree in Business Administration. Many Business Administration department courses are offered online via the Internet, allowing a student to earn the Management Certificate and/or the AS Degree through distance education.

On the Horizon

Current and projected policy changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Business Administration programs in the next five years as follows.

- ▲ The field of management is constantly changing to keep pace with rapid developments in business and industry which are the expansion of the 4th Industrial Revolution (Industry 4.0) will have the most immediate and significant impact on management and accounting professions.



- ▲ Automatization of internal and external-facing (customer/client) processes, aided by artificial intelligence technologies, is occurring throughout businesses and organizations.
- ▲ Big data and data analytic tools and technologies are also a key trend impacting business management and accounting.
- ▲ The remote and gig workforce (e.g., virtual and flexible workers) is growing rapidly and is projected to become the norm within five years and managers will need skills for supervising remote and outsourced employees.
- ▲ Information/digital literacy and data/analytical skills will be increasingly essential for all students in business fields driven by economic and technological changes and by social dynamics influencing consumer demand.
- ▲ Because of the rapid development and deployment of changing technologies and work, management and bookkeeping/accounting professionals will need to be agile and adaptive and continuously re-train and up-skill to remain relevant and successful.
- ▲ While students enrolling in economics courses tend to be of traditional college-going age; there are multi-generations enrolled in accounting and business management courses and the department is one of the first at the college to find effective strategies for serving multiple generations of learners including multiple delivery modalities such as online, digitally-enhanced, and non-credit.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Develop courses (including noncredit) and multiple stacked and latticed certificate and degree programs such as marketing, human resources, entrepreneurship, retail management, and an economics ADT to meet industry demand and provide students more career and transfer opportunities.	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post-completion Success Noncredit, Other Expanded Learning Options Development	Student Experience and Success
Implement multiple strategies (in all delivery modalities) such as Guided Pathways, open educational resources, and strategic enrollment management to achieve up to double-digit increases in student access, retention, certificate/degree completion, and transfer.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Develop comprehensive and streamlined assessment schedule, methods, and processes to improve student success and ensure high quality courses and programs.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence

Business Educational Technology

Program Description

The study of Business Education Technologies (BET) is designed to prepare students for a variety of careers in high-tech business offices. Transfer-level courses are available for students preparing for a bachelor's degree. Certificates of Achievement and the Associate in Science degree are awarded. The Business Education Technologies program offers classes



with a lecture component paired with an open lab. The flexibility of the open lab allows the student to complete their assignments while setting their own time schedule during the 58 hours the lab is available.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Business Educational Technology program in the next five years as follows.

- ▲ The market demand for administrative assistant positions will continue to grow especially for medical secretaries and demand is currently unmet by regional programs; thus, there are opportunities for program growth.
- ▲ The role of administrative support positions is continuously evolving with growing expectation these positions are a strategic partner to the organization with increasing responsibility and accountability; thus, now requiring advanced technical and digital/computing skills.
- ▲ Many opportunities exist and will increase in the Gig Economy for BET students to have a DIY career.
- ▲ It will also be importation for individuals to acquire skills and characteristics that make them indispensable, particularly considering the impact of automation on the profession.
- ▲ There is wide distribution of student age groups taking BET courses and the department will be one of the first at VVC to identify multi-generational strategies and practices necessary for ensuring student access, retention, and success such as offering courses in different delivery modalities, utilizing non-traditional scheduling options, employing digitally-enhanced instruction, and implementing other strategies that work for multi-generations of learners.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Expand face-to-face, online, and technology- based course offerings to better meet the industry demands and the wide-range of BET student populations.	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post- completion Success	Student Experience and Success
Expand curriculum by increasing Certificates of Achievement and noncredit certificates, including for the Business Information Worker (BIW) and for in-demand skills, and by aligning with industry-recognized credentials to enhance students' career and employment opportunities.	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post- completion Success	High Quality Practices/ Excellence
Ensure program keeps pace with industry changes and standards and community needs (e.g., faculty with continuous professional development, up-to-date/industry-quality technology, etc.) including high school outreach and dual enrollment to ensure student completion and employment outcomes.	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post- completion Success	Student Experience and Success



PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Change department/program name and utilize naming nomenclatures for new certificate programs that are aligned with industry and occupation titles/expectations to increase both students' and employers' recognition of programs.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence

Business Real Estate and Escrow

Program Description

The Business Real Estate and Escrow program is designed to provide the student with the comprehensive knowledge needed to enter or invest in the real estate industry. A progressively challenging course curriculum starts with the Principles class and learning legal terminology of real estate. This is the first, state-mandated course for those testing for a real estate salesperson's license. From there an "investor" student might pursue the more difficult finance, appraisal, and property management courses. The certificate program provides a structured approach to the course work. The Business Real Estate Apprenticeship Certificate includes three courses necessary to take the state of California's Real Estate Salesperson's examination.

The single largest business transaction entered into by most people is the sale or purchase of a home or other real property. Consequently, people often seek the professional opinions and assistance of real estate salespersons, brokers, and appraisers. These professionals are familiar with the various forms of financing available in any given market. They keep abreast of the local economic market (residential, commercial) and become familiar with the zoning laws, tax laws, and real estate contract laws in order to better serve their clients.

The Business and Real Estate AS degree program is intended to prepare students to transfer to the CSUs or UCs with a major or minor in Real Estate and ultimately obtain a bachelor's degree. The bachelor's degree is required for the California appraiser's license and enables an accelerated, alternative path for obtaining a broker's license. The VVC Business Real Estate and Escrow program also offers a wide range of courses to prepare individuals for the full spectrum of careers and specializations in the real estate industry such as appraiser, mortgage lender, real estate attorney, property manager, real estate investor, commercial asset manager and other commercial-related careers, real estate brokerage owner, transaction coordinator, escrow officer, and many more.

On the Horizon

Shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the real estate program in the next five years as follows.

- ▲ Change is a constant occurrence in the real estate industry as new technologies emerge and economic trends continue to shift. Therefore, every professional in the real estate industry needs to be agile, ready to respond to changes, and adaptable for long-term success.
- ▲ As platforms such as YouTube take center stage in modern media consumption, sellers will be attracted to agents who use video/multimedia and other new technologies such as 3-D walkthroughs, 360 degree pictures, and aerial videos.
- ▲ Online branding, including the use of social media, is a necessity for real estate agents as most property buyers and sellers turn to the internet to look for qualified and credible real estate professionals.
- ▲ Accessibility of information and tools for self-service buyers and sellers is increasing competition/alternatives (such as ibuyers and other automated services), therefore, real estate agents/brokers and other professionals will need to discover methods for delivering value and differentiating themselves.



- ▲ Many real estate agents have begun to diversify or develop market niches such as branching into property management (including for online, platform-generated rentals such as AirBnB) and specializing in energy-efficient (e.g., green) housing and properties.
- ▲ There is wide distribution of student age groups taking real estate courses. The department will be one of the first at VVC to identify multi-generational strategies and practices necessary for ensuring student access, retention, and success. Examples include offering courses in different delivery modalities, utilizing non-traditional scheduling options, employing digitally-enhanced instruction, and implementing other strategies that are effective for multi-generations of learners.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Develop courses and certificates (including noncredit) to expand the program beyond preparing individuals for licensure (e.g., pre- agents) and also prepare them and existing agents for broad real estate practices including real estate escrow and management, real estate investing, and real estate computer applications.	Strategic, Efficient Enrollment Growth Noncredit, Other Expanded Learning Options Development	Student Experience and Success
Due to this expanded mission, change program name and expand pool of faculty with broad industry experience and specializations.		High Quality Practice/Excellence
Implement strategies for successfully serving an older student population including flexible scheduling, offering online courses, and more.	Retention, Persistence, Completion, Post-completion Success Distance, Digital Learning Expansion and Enhancements	Student Experience and Success
Implement strategies for increasing enrollment and student success such as expanded outreach and recruitment, offering courses in the intersession, English/writing preparation, and computer skills training.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success

Chemistry

Program Description

Chemistry encompasses theories of atomic structure, and the application of these theories to an understanding of bonding, solution processes, states of matter, gas laws, general properties of matter, and principles of stoichiometric calculations. Laboratory emphasis is placed on the development of experimental skills.

On the Horizon

Current and projected industry changes, shifting demographics, and other trends (refer to Supporting Documents) will likely have several programmatic implications for the Chemistry program in the next five years as follows.

- ▲ Chemistry courses serve as both pre-requisites and requirements for other certificate and degree programs at the college therefore coordination with other departments (scheduling, examining/addressing course retention and success rates, and curriculum alignment) that chemistry courses support is critical for ensuring student success.



- ▲ Most chemistry-related careers require bachelors' degrees or higher (particularly careers that pay family-sustaining wages with career advancement opportunities) therefore having strong transfer degree pathways for students pursuing chemistry careers is important.
- ▲ Information and digital literacy skills will be increasingly important in an Industry 4.0 world for all physical science disciplines including chemistry.
- ▲ Health-related technician occupations such as medical technologists, laboratory technicians and laboratory assistants, and field technicians are in demand due to the large number of occupations in general medical and surgical hospitals, medical and diagnostic laboratories, physician offices, and outpatient care centers in the area.
- ▲ The new generation of college students (Generation Z) are digital natives who seek and prefer more technology/digital-enabled and career-connected learning and are many of the students taking chemistry courses.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Revise/remix chemistry courses in collaboration with other departments, such as culinary arts, health-science, biology, and/or agriculture, to create an interdisciplinary certificate/AS program aimed at occupations such as technologists, laboratory technicians and laboratory assistants, and field technicians.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Improve chemistry equity, innovation, and success in the classroom through implementation of evidence-based teaching strategies, quality instruction, technical support, and digital content/technologies.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence Student Experience and Success

Child Development, Education

Program Description

VVC's Child Development and Education programs prepare students for a variety of educational and career pathways. These pathways include employment in early childhood education and/or transfer to a four-year university to pursue more advanced study in areas such as K-12 education and related fields.

The Child Development and Education programs pride themselves on providing future child development and education professionals with the knowledge and skills needed to succeed in the field as well providing local industry with knowledgeable, competent early childhood and education professionals.

The Child Development and Education programs offer on-campus courses in the morning, afternoon, and evenings. There are numerous online courses to accommodate students with busy schedules. Additional information on certificate and degree programs, the CHDV Instructional Lab, career opportunities, and a variety of student and alumni resources is provided on the program websites.

The field of Child Development is unique in that students with as little as 12 units of Child Development and 50 days experience (3 hours or more per day) can qualify for an Associate Teacher Permit from the California Office of Teacher Credentialing. With this entry-level permit, individuals are able to gain career related experience (subbing, teacher's aide) while continuing their Education towards an Associate Degree or preparing for transfer to a four-year university.



The field of Education offers preparatory courses that may transfer to Education major and pathway to Educational Technology when and where articulation agreements exist. Education is the career field for those individuals who desire to teach in elementary and secondary schools, as well as in colleges and professional education. This field of study prepares students to participate as teachers and learning facilitators. For graduates in this field, bachelor's degree and postgraduate study is typically required to qualify for a variety of positions, including teaching at the elementary, secondary, and college levels. Education remains on the national list of growing occupations.

On the Horizon

An analysis of current and projected industry changes, labor market demand, shifting demographics, and other trends reveals several opportunities for programmatic revisions, expansion, and enhancements in Child Development as follows.

- ▲ In San Bernardino County, it is projected in the next 8 years (2020-2028) the population ages 0 to 5 will increase 5% and ages 5 to 9 will increase 8%.
- ▲ Labor market data reveals that workforce demand exceeds supply and there are opportunities for enrollment expansion.
- ▲ Job growth for K-6 teachers is also an opportunity for program expansion as there is great employment demand and gaps in workforce supply.
- ▲ Philanthropic organizations and venture capitalists are investing more funding in innovative early childhood education initiatives to achieve greater outcomes.
- ▲ California has placed greater attention and importance on early Education including the establishment of a California Assembly Blue Ribbon Commission on Early Childhood Education and governor support for providing subsidized preschool to all low-income 4-year-olds and establishment of a new Department of Early Childhood Development.
- ▲ The child development program will need to continuously adjust to meet new/revised licensure and permitting requirements and other requirements as the nation and California develop and implement additional quality standards.

Similarly, several trends also reveal opportunities in Education and Educational Technology.

- ▲ Educational technology (e.g., edtech) investments in 2019 reached a stunning \$18.66 billion and is expected to grow to \$40.9 billion by 2022. Most investments are being made in Artificial Intelligence and game-based learning technologies.¹⁷
- ▲ These educational technologies are transforming education, along with other trends such as expanded leadership models, a focus on improvement and accountability, formative assessment, integrated learning solutions, micro-learning, mindfulness, restorative justice, and trauma informed Education to name a few.
- ▲ Because of the emerging technologies and trends above, professionals looking to enter the field of Education will need to be adaptive and have a level of educational technology competence.
- ▲ Job growth for both education and education technology graduates will remain strong. Moreover, as edtech solutions continue to proliferate the demand for educational technology professionals will increase dramatically.
- ▲ Given the subject matter and purpose of the ETEC courses, the noncredit continuing education modality is ideally suited for existing education professionals to upskill.

¹⁷ 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>



Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Rename the department to reflect the combined mission and objectives of the Child Development and Education programs and Educational Technology discipline.		High Quality Practices/ Excellence
Develop an Education Track, focused on K-6 teaching, with at least one stacked certificate within a transfer degree pathway.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Revise the existing Early Intervention Certificate to include a Special Needs component that results in an additional career pathway for students.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Expand program to ensure all necessary curriculum is offered and students meet requirements to obtain any of the six Child Development permits in the state of California and/or transfer.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Establish the Child Development Training Center, with national accreditation, to provide sufficient experiential learning opportunities for students to meet California permit requirements.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Continue to engage in, model, and teach action research, community of practice, situated learning, and legitimate peripheral participation, all of which enact the founding principles of the Education and Educational Technology program.	Retention, Persistence, Completion, Post-completion Success	Institutional Learning
Address the challenges of the Education and Educational Technology room assignment stability to continue to promote high-quality student experiences.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Continue to provide high-quality Education and Educational Technology instruction for current and additional courses, while increasing program visibility to ensure growth of student enrollment and engagement.	Strategic, Efficient Enrollment Growth	Strategic, Efficient Enrollment Growth

Communication Studies

Program Description

Communication studies is an expansive field which aims to: (1) analyze, understand, and facilitate effective expression of organized thought and (2) facilitate successful interaction with self, others society, and the world. Skills developed within this field are readily applicable in daily life. A bachelor's degree in Speech Communication offers pathways to careers in law, education, government, public relations and advertising, arts and entertainment, social and human services, international relations, and negotiations. Career opportunities, which may require advanced degrees, include administrator, advertising, counselor, lobbyist, marketing specialist, ministry, news anchor, public information officer, publicity manager, speech writer, teacher.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Communications Studies program in the next five years as follows.



- ▲ The rapid development and adoption of new technology has changed the face of communication—new media and digital formats are becoming more prevalent and professional journalists in print and broadcast media have had to compete with amateur publishers that are widely accessible on web-based and mobile apps.
- ▲ Communications professionals need to have excellent interpersonal, organization, analytical, and writing skills to tailor messages and branding to intended audiences and work with content producers to integrate messages into multiple media platforms.
- ▲ Many opportunities exist and will increase in the Gig Economy for students to have a DIY career.
- ▲ Most communication studies and journalism careers require bachelors' degrees or higher thus having a prolific transfer pathway is of critical importance for students who wish to pursue a career in these disciplines.
- ▲ The new generation of college students (Generation Z) are digital natives who seek and prefer more technology/digital-enabled and career-connected learning and are many of the students taking communications courses.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Increase Communications Studies program course offerings in face-to-face, online, and hybrid modalities.	Strategic, Efficient Enrollment Growth Distance, Digital Learning Expansion and Enhancements	Student Experience and Success
Increase number of high-school-articulated courses to showcase Communications Studies programs, course offerings, image, and to increase future student interest and enrollment.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Increase Communication Studies program visibility through various campus, community, and high school activities such as speech contests and debate tournaments.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Enhance and expand digital instructional and co-curricular activities to prepare students for technological changes in communications studies such as the digital format for the VVC newspaper.	Distance, Digital Learning Expansion and Enhancements	Student Experience and Success

Computer Information Systems

Program Description

The Computer Information Systems (CIS) program at Victor Valley College offers an associate degree as well as several certificates that are designed specifically to give students marketable skills in specialty areas.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the CIS program in the next five years as follows.



- ▲ The future of computing is scaling fast and is nearly limitless with the explosion of Industry 4.0 and new technologies that are emerging every day so the employment outlook for computer information system professionals is bright and will continue to be so.
- ▲ Because of technology advancements the field has also become so broad that new programs of study are developing in Artificial Intelligence, Data Science (which intersects with Mathematics), Machine Learning, and Cybersecurity to name a few.
- ▲ The demand for computer information system professionals far exceeds the supply of educated/trained individuals in many CIS occupation groups such as Cloud Computing, Cybersecurity, and Mobile Programming to name a few.
- ▲ Given the rapid pace of technological advancements and emerging industry trends, the CIS department will need to continuously monitor and adjust its programs to keep pace with market needs.
- ▲ The competitiveness of the CIS labor market, coupled with VVC's geographic limitations, will continue to make it difficult to attract and retain faculty (especially part-time faculty).

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Stabilize and sustain funding sources (including district funding) for the CIS tutoring program to ensure high course success, retention, persistence, completion, and transfer rates.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence
Ensure sufficient faculty levels (and pool of part-time faculty) to keep pace with industry and technological changes, meet enrollment demands, and be responsive to student needs.	Retention, Persistence, Completion, Post-completion Success Strategic, Efficient Enrollment Growth	Student Experience and Success

Construction Technology

Program Description

The Construction Technology program provides preparation for a wide variety of positions in the construction field as a contractor, supervisor, building inspector, or tradesperson. The program offers the opportunity to be self-employed and the pride and satisfaction of creating and building with your own hands.

Certificates of achievement can be earned in Construction Technology, Construction Management, Building Construction, Building Inspection, Public Works, HVAC/R, Plumbing, Electrical, Residential Maintenance, Renewable Energy and Solar (Photovoltaics). The Associate in Science degree is awarded upon completion of 22.5 semester units in Construction Technology program courses and the required general education and elective courses. Additionally, the program offers student coursework to transfer to the CSU system for a bachelor's degree in Industrial Technology.

On the Horizon

Current and projected sustainability policy changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Construction Technology program in the next five years as follows.



- ▲ Artificial intelligence (AI), the Internet of Things, robotics, and other technologies are not only responsible for the emergence of smart cities they are also changing the construction industry.
- ▲ Digital transformation has tremendous potential to increase efficiency and productivity of the construction industry which is crucial for affordable housing/infrastructure and for the lessening the impact on the environment.
- ▲ Transformative technological developments, like 3D printing and automated construction equipment, and the growth of pre-fabricated structures has occurred. Digitalization is being used to transform construction materials and elements. Additionally, building information modeling (BIM) technologies will soon become the centerpiece of the construction industry's digital transformation.
- ▲ The internet of things (IoT) allows connections and communication between people and their physical environment to create "smart" structures and savvy, eco-conscious property owners (and the demand for technicians who install and repair communication devices in homes and buildings) will increase significantly.
- ▲ The footprint of the construction industry on the environment is significant and sustainable policies/standards, products, and practices, such as new construction materials and the growing use of natural and renewable materials, have been and will continue to pervade the industry.
- ▲ The construction industry needs people with the talent and skills to adopt/adapt to these new technologies, practices, policies, and licensure/certification requirements.
- ▲ Because of labor market demand and growth in the Greater San Bernardino area, there is significant career and employment opportunities in construction technology for the next five years.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Develop an enhanced, state-recognized electrical program that includes industrial electrical maintenance.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Complete curriculum revisions so all certificate programs are state-approved and increase student and institutional success outcomes.	Strategic, Efficient Enrollment Growth	High Quality Practice/Excellence
Expand/build upon the MC3 program including offering courses in the intersessions, improving dual enrollment coordination, and developing strong relationships with trade unions and employers to create a seamless pathway from high school through VVC certificates to employment in the following trades: electrical, plumbing, carpentry, masonry, and HVAC.	Strategic, Efficient Enrollment Growth	Student Experience and Success High Quality Practice/Excellence
Develop/grow internship programs creating pathways for construction management students to find direct employment after certificate/A.S. degree completion, as well as, continuing to four-year institutions for bachelor's degrees in construction and project management.	Retention, Persistence, Completion, Post- completion Success	Student Experience and Success

Contract and Community Education

Program Description

The mission of the Contract and Community Education (CCE) department is to provide customized training opportunities for community members, local employers, and unique populations to improve the high desert economic workforce and address local needs.



The department offers community education classes in compliance with Education Code section 78300. These classes are self-sustaining through a fee-based model and encompass not-for-credit training in various subject matters. The department 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.

On the Horizon

An analysis of current and projected industry changes, labor market demand, shifting demographics, and other trends (refer to Contract and Community Education section in the Supporting Documents) reveals several opportunities for programmatic changes and growth.

- ▲ Funding limitations, which stems from VVC's predominate reliance on state apportionment generated by credit courses, precipitates the college's need to expand program and course offerings that generate other revenue sources such as those generated by contract and community education.
- ▲ The employment market has shifted much of the burden of keeping pace with in-demand skills to individuals who must seek out training to remain competitive.
- ▲ There is growing recognition that additional skills-based training is needed in the High Desert region to move the workforce into higher-skilled occupations paying family-sustaining wages.
- ▲ The 4th Industrial Revolution (Industry 4.0) has greatly increased the demand for information and digital literacy skills and most of the existing workforce will need additionally training. Additionally, significant investments will be made in training and retraining for new roles to support industry 4.0.
- ▲ The Gig economy and Gig workforce is growing. Many gig workers will need to continuously upskill to remain competitive in this market.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Increase customized training programs/offerings, responding to the needs of community members, local employers, and unique populations.	Strategic and Efficient Enrollment Growth Noncredit, Other Expanded Learning Options Development	Student Experience and Success
Enhance knowledge and improve skills of local workforce and social needs through expanded contract and community education offerings.	Noncredit, Other Expanded Learning Options Development	Student Experience and Success
Develop and maintain a self-sustaining department and operations.	Noncredit, Other Expanded Learning Options Development	High Quality Practice/Excellence



PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Increase training opportunities at the newly acquired training facility at the Southern California Logistics Airport (SCLA) for community, contract, and apprenticeship programs.	Strategic and Efficient Enrollment Growth Noncredit, Other Expanded Learning Options Development	Student Experience and Success

Cooperative Education

Program Description

Cooperative Education offers 16-, 12-, and 8-week classes. Students must have a job or internship to enroll in any Cooperative Education class. Students can only enroll in one Cooperative Education class per semester.

On the Horizon

Changing student expectations, recent research findings, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Cooperative Education program in the next five years as follows.

- ▲ “Working and learning” can lead to better employment opportunities and higher wages when employment is linked to the learner’s program of study as well as with other formal “working and learning options” such as paid internships.
- ▲ A majority of today’s students are looking for a learning provider that enables them to reach their ideal career position in the shortest amount of time...using mostly non-traditional delivery methods...provides links to labor markets...and puts them in touch with relevant employers and prepares them for their career transition.
- ▲ There is a significant, untapped potential for increasing and enhancing work-based learning opportunities to improve student academic and career success.
- ▲ The new Student Success Funding Formula, with career-related metrics, places greater emphasis (with associated funding) on student employment and wage outcomes which can be enhanced through quality, work-based learning experiences.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Create partnerships that use expertise of the High Desert community to maintain and build innovative, contemporary, responsive, and relevant educational programming.	Strategic, Efficient Enrollment Growth	High Quality Practices/ Excellence
Strengthen outreach and communication to students vis-a-vis social media, on-campus presentations, in-class presentations across disciplines, and other platforms to increase awareness of program offerings.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Provide innovative and alternative methods of instructional design and delivery that broaden and diversify students' opportunities for retention, access, and success.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success



PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Partner to establish a VVC career network and comprehensive programmatic activities and services to meet students' career-connected expectations and to improve career and employment success.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Increase outreach and collaboration with all programs at the college to increase awareness of and enrollment in cooperative education.	Strategic, Efficient Enrollment Growth	High Quality Practices/ Excellence

Counseling and Guidance

Program Description

The Counseling faculty are committed to helping students achieve their educational and career goals. Whether students wish to take one course, earn a certificate or an associate degree, or transfer to a four-year college or university, counselors are available to help them clarify their academic and career goals and discuss personal issues in confidence.

On the Horizon

Refer to Student Services section for a full description of trends related to counseling, advising, and student support services.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Reposition counseling services to increase visibility and utilization by all students, particularly in light of the new One Stop center.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Implement services and activities in support of Guided Pathways including completing the academic program mapping.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Ensure that all new counseling faculty receive professional development and training by creating online counseling faculty training modules in Canvas.		Institutional Learning

Criminal Justice

Program Description

All areas of criminal justice require that individuals possess the personal and physical qualities essential to be effective peace officers. Many employment opportunities currently exist for individuals desiring entrance into law enforcement or related fields at various governmental levels. Security and corrections are fast-growing professions. Individuals interested in these professions should understand that the work is demanding, requiring a combination of training, education, and experience, along with mental and physical stamina.



On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Criminal Justice program in the next five years as follows.

- ▲ Job growth for criminal justice and police science professions in the greater San Bernardino, Riverside, and Ontario area is projected to grow at a rate higher than the national average and there is sufficient demand for program growth.
- ▲ As technology is used to commit more sophisticated crimes, law enforcement officers and those in the legal system are increasingly using cutting-edge technologies and software to combat crime thus digital competence and literacy will be increasingly critical for program graduates and also provides opportunities for noncredit, continuing education for incumbent professionals.
- ▲ Recent job postings for police officer/criminal justice positions reveal having first aid skills, CPR certification, and bilingual skills are desirable.
- ▲ Criminal justice career decisions are often made early by students already in high school providing ample opportunities for dual enrollment with early credential completion milestones.
- ▲ The new generation of college students (Generation Z) are digital natives who seek and prefer more technology/digital-enabled and career-connected learning and are many of the students taking criminal justice courses.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Obtain Level 1 Policy Academy designation for program recognition/growth and to increase students' career and employment opportunities.	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence
Develop and expand online/digital learning options to increase enrollment and meet students' (especially Generation Z) expectations for more flexible and technology-enabled programs.	Distance, Digital Learning Expansion and Enhancements Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Increase course offerings, including noncredit, aimed at providing students and incumbent professionals additional career opportunities and growth such as leadership courses/academy.	Retention, Persistence, Completion, Post-completion Success Noncredit, Other Expanded Learning Options Development	Student Experience and Success



PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Identify and implement strategies to increase AS-T degree completions and transfer such as increasing engagement with counselors.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success

Electronic Technology

Program Description

Throughout California and Victor Valley, there is unlimited opportunity for employment for men and women who have specialized, and up-to-date education and training in electronics and computer technology.

Associate degree, certificate, and professional certification program curriculums and courses offered by the Electronics and Computer Technology Department is a start toward this education and training.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends will likely have several programmatic implications for the Electronic Technology program in the next five years as follows.

- ▲ The Internet of Things (IoT), automation, and other technology advancements in Industry 4.0 are changing computer networking technology and electronics communications.
- ▲ IoT gadgets, the transition from 4G to 5G mobile networks, Wi-Fi 6 broadband deployment, advancements in Artificial Intelligence; software-defined wide-area networks; 4D and open-switch networks; and internet-based networking means the skills required of electronics technology professionals will continually evolve and expand.
- ▲ There will be continued workforce demand in the next five years for electronics technology graduates, however not all jobs will require a degree but will require some postsecondary education such as certificate programs.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Expand and improve industrial electronics offerings by developing an industrial electronics/mechatronics certificate, obtaining more lab equipment, and expanding/improving the lab to accommodate the new program.	Strategic, Efficient Enrollment Growth	High Quality Practices/ Excellence
Develop Avionics Certificate in collaboration with Aviation department.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Maintain and promote the General Atomics internship program.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence
Develop an Engineering AS-T program in collaboration with other departments at the college and facilitate engineering students' transfer to 4-year colleges and universities.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success



Emergency Medical Services

Program Description

Victor Valley College offers two programs that enable students to enter careers in Emergency Medical Services. The first is the Emergency Medical Technician (EMT), after which students may continue to the Paramedic Program. Classes in this area meet California State EMS authority and ICEMA regulations.

On the Horizon

An analysis of current and projected industry changes, labor market demand, shifting demographics, and other trends (refer to Environmental Scan in Supporting Documents) reveals several opportunities for programmatic changes, growth, and new delivery modalities as follows.

- ▲ Employment demand will continue to be strong due several healthcare factors including substantial growth of the population aged 65 and older.
- ▲ The profession is expanding to provide more community-based care including wellness and preventative services.
- ▲ Ongoing discussions—as to which clinicians provide specific services—means the role and activities of EMT/EMS professionals will evolve. Paramedicine will be a growing career path and different specializations will be beneficial for career success.
- ▲ Technologies utilized in the profession are and will continue to rapidly change including dynamic communication platforms, real-time and predictive analytics, wearable devices, and other technologies that are currently transforming the industry. Digital competence will be increasingly critical for graduates.
- ▲ Accreditation standards will likely change as these trends evolve.
- ▲ EMT/EMS career decisions are often made early by students already in high school providing ample opportunities for dual enrollment with early credential completion milestones.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Expand Basic Life Support programs (EMS 50, EMS 60, EMS 61) to support dual enrollment growth and high school students' early credential completion and obtainment of industry-recognized CPR card.	Strategic, Efficient Enrollment Growth	High Quality Practice/Excellence
Develop/expand online course offerings including the EMT course that is required for the Fire Technology program.	Distance, Digital Learning Expansion and Enhancements	High Quality Practice/Excellence
Launch newly developed noncredit 40 series courses and expand noncredit offerings (including in an online delivery modality) to meet labor market demand – including for incumbent workers.	Noncredit, Other Expanded Learning Options Development	Student Experience and Success
	Distance, Digital Learning Expansion and Enhancements	High Quality Practice/Excellence



Ensure responsiveness to industry demand/changes and accreditation standards/requirements through curriculum revisions and expansion, state-of-the-art equipment (e.g., ambulances, mobile fleet), requisite faculty and professional development, and sustainable maintenance practices.

Strategic, Efficient
Enrollment Growth

High Quality
Practice/Excellence

Retention, Persistence,
Completion, Post-
completion Success

Engineering Drafting and Design

Program Description

Victor Valley College offers preparatory courses needed for transfer for transfer into a school of engineering at a university. These courses are offered through the Engineering Drafting and Design, Physics, and Electronics Technology programs. Students can obtain engineering-related certificates that will assist in preparing them to enter into a school of engineering at the university-level. An Associate of Science for Transfer degree in Mathematics or A.S. in Math/Science is highly recommended for those students wanting to transfer into a school of engineering at a university. Students seeking an Associate of Science degree in Engineering Drafting and Design are positioned to enter straight into the workforce.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends will likely have several programmatic implications for the program in the next five years as follows.

- ▲ With advancements in 3D solid modeling (within CAD programming) and in 3D rendering software, the boundaries of drafting are achieving new dimensions.
- ▲ Virtual Reality is also becoming more utilized in the industry.
- ▲ Industry 4.0 is likely to dominate the engineering field for many years to come. Utilizing the IoT (Internet of Things), big data, new communication infrastructures with smart devices, and other technologies such as augmented reality to aid the engineering development process.
- ▲ Traditional engineering fields will stay in demand, but the nature of the work and education they require will change and also as new engineering fields continue to emerge.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Examine and revise program curriculum to meet current business/and industry needs to increase enrollment and student career success.	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post- completion Success	Student Experience and Success
Increase VVC counseling staff awareness and knowledge of Engineering/Drafting programs to assist students' enrollment and successful progress/completions.	Retention, Persistence, Completion, Post- completion Success	Institutional Learning
Increase community and feed high school awareness and knowledge of the Engineering/Drafting program to support program growth.	Strategic, Efficient Enrollment Growth	Student Experience and Success



Create better articulated courses and programs with universities and private schools in the region to improve student transfer success.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence
Develop an Engineering AS-T program in collaboration with other departments at the college and facilitate engineering students' transfer to 4-year colleges and universities.	Strategic, Efficient Enrollment Growth	Student Experience and Success

English

Program Description

The study of English offers the student development of writing skills as well as an appreciation of literature. The discipline of reading and writing about the human experience is a vital foundation for all learning. Since English composition courses are designed to help the student write the kind of papers commonly required in college courses, the student's first course in composition should be taken during the first semester of college work and the second course during the second semester.

On the Horizon

Current and projected policy changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the English program in the next five years as follows.

- ▲ The transferable skills English graduates possess mean they are well-suited for a range of industries and careers; the most common require a bachelor's degree therefore a prolific transfer pathway for English majors is essential.
- ▲ Industry 4.0 is spawning new occupations that draw from and integrate liberal arts disciplines, such as English, with technical disciplines. These occupations combine "soft skills" with technical expertise.
- ▲ Information and digital literacy skills are critically important in all fields of study as technology rapidly evolves/increases and providing opportunities for students to develop these skills is essential.
- ▲ The new generation of college students (Generation Z), who are digital natives, seek and prefer more technology/digital-enabled and career-connected learning and are many of the students taking English courses.
- ▲ AB 705, a key policy impacting English instruction, has initiated a re-thinking of which, how, and when English is taught; multiple approaches to students' self-assessment/placement, development of new teaching pedagogies and delivery modalities; and the implementation of multiple strategies for ensuring students' success.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Continue developing and enhancing assessment strategies that are responsive to higher education policies/trends and that produce improved student success outcomes.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence
Ensure adequate resources to support and scale the departments' English innovations and success strategies including smart classrooms/labs configured to support collaborative learning, embedded tutoring, and full-time faculty with ongoing professional development.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success



Collaborate with counselors, outreach, recruitment, and communications staff/webmaster to disseminate information and provide personalized guidance to students on self-placement and other innovations/strategies such as enhanced English courses.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Continue collecting and monitoring data on English innovations/strategies making necessary adjustments and replicating/scaling those demonstrated effective at increasing student success and diminishing equity gaps.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success High Quality Practices/Excellence

ESL

Program Description

English as a Second Language (ESL) is the study of English designed for non-native speakers of English. As the High Desert has become remarkably diverse both culturally and linguistically, the need for language and cultural orientation has grown. Non-native speakers of English need to develop academic language, vocational and technology skills necessary to accomplish their educational or vocational goals. The ESL Department at VVC seeks to help these students develop these skills.

On the Horizon

Current and projected policy changes, shifting demographics, and other trends (refer to ESL and Adult Education-ESL in Supporting Documents) will likely have several programmatic implications for the ESL program in the next five years as follows.

- ▲ U.S. and California immigration has diminished and is expected to further decline with longer-settled immigrants being the majority, foreign-born population.
- ▲ AB 705 has initiated a re-thinking of ESL and when and how ESL is taught. Now, ESL is no longer considered basic skills or remedial instruction, but rather a foreign language.
- ▲ Community colleges have implemented multiple strategies that demonstrably increased ESL student success including: collaborative learning; co-requisite models; embedded support/tutoring; increasing access to learning centers; supplemental instruction; directed learning activities; integrating reading-writing assignments for ESL classes across a range of skill levels (from high-beginning through advanced courses that transition students to transfer-level English); providing multiple ways for students explore ways to select authentic texts; develop and scaffold meaningful, text-based prompts; and incorporating contextual, just-in-time language instruction.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Expand courses to include transfer level ESL 101 equivalent and vocational ESL courses to better meet the needs of students' educational goals.	Retention, Persistence, Completion, Post-completion Success Strategic, Efficient Enrollment Growth	Student Experience and Success



PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Implement multiple strategies for adequately assisting ESL students' enrollment and success in ESL courses including self-placement information/processes, CASAS testing, and collaborating with Counseling on ESL considerations for educational planning.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Establish centralized, consolidated ESL Open Lab facilities on the VVC campus to better support supplemental learning, enhanced language learning, and tutoring services to improve student success and diminish equity gaps.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Promote and provide professional development opportunities for faculty to improve pedagogies and teaching to align with new curriculum changes and improve student success.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence

ESL-Noncredit

Program Description

The ESL-Noncredit program is designed to facilitate English learnings for whom English is a second or foreign language to master English necessary to successfully advance to credit college transfer or Associate Degree applicable courses, enter vocational job training, or for job success or job advancement. The ESL noncredit program offers listening and speaking, reading writing, keyboarding, basic computer literacy, and citizenship courses.

The ESL noncredit program seeks to serve the community by offering courses that best fit working students and parents whose schedules prevent them from accessing traditional college schedules. Classes are offered Monday through Saturday. Times offered are morning, afternoons, and evening to best serve the community. Courses offered are from literacy to advanced level ESL courses. Newly distance education courses are also options for the ESL student population.

In that effort, the VVC-Non Credit ESL program continues to grow in the community with establishment a grant-funded Victor Valley Adult Education Regional Consortium. It was established in the Spring of 2014, bringing together adult education providers in K12 School Districts and Victor Valley Community College, to develop a regional comprehensive plan to better serve the educational needs of adults in our region. The consortium covers the Victor Valley high desert region and its membership is made up of Victor Valley Community College and the five school districts within the geographic boundaries of the college district.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Develop, implement vocational ESL courses to improve student's language acquisition and career success.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Implement multiple strategies for adequately assisting Adult Education ESL students enroll, succeed, and matriculate including a website language translator and providing matriculation, accessible laboratory resources, CASAS test score alignment with credit ESL scores, tutoring and other supportive services at off-campus sites.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success High Quality Practices/ Excellence



Fire Technology

Program Description

The Fire Technology department at Victor Valley College provides training and educational opportunities for students to become eligible for employment as a part-time firefighter with a local agency, a seasonal firefighter with the United States Forest Service, a full-time firefighter with CAL FIRE, or a full-time firefighter with any municipal fire department in California and many states in the western United States.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the fire technology program in the next five years as follows.

- ▲ Demand for entry-level and supervisory fire safety professionals is expected to remain steady in the state of California for the coming decade.
- ▲ There has been a proliferation of online associate and bachelor's degree programs directed at students who cannot attend on-campus either due to geographic or time limitations and because firefighters often manage 24-hour shifts, call-outs, and have other irregular hours: online education is proving to be an invaluable resource for continuing education.
- ▲ Many jurisdictions prefer firefighters who have undergone EMT training, therefore, the ongoing partnership between the Fire Technology and EMT programs at the college are beneficial for students' employment prospects.
- ▲ Technologies are becoming increasingly important in the profession (e.g., smartphone-based communications platforms, wearable devices, video, and sensor data) and digital competence and literacy will be increasingly critical for program graduates while maintaining/strengthening the program's technical and hands-on training.
- ▲ The Victor Valley College Regional Public Safety Training Center, coupled with demand for incumbent worker training, provides opportunities to utilize the Center for continuing education and other revenue-based activities.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Increase course offerings (and delivery modalities including online) and strategic timing to meet immediate employment demand and fire service partner needs including advanced training/technical rescue classes and Wildland Firefighter certificate courses (in winter term).	Strategic, Efficient Enrollment Growth Distance, Digital Learning Expansion and Enhancements Noncredit, Other Expanded Learning Options Development	Student Experience and Success
Conduct continuous program self-assessment to ensure program meets all Office of the State Fire Marshall accreditation requirements and graduates are recognized as completing an accredited program.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence



Maintain academic and professional performance standards ensuring students become future fire service leaders.

Retention, Persistence,
Completion, Post-
completion Success

High Quality
Practices/
Excellence

Foreign Language

Program Description

The mission of the Foreign Languages program at Victor Valley College is to provide students with 21st century communication skills within the three modes of communication: interpersonal, presentational and interpretative, as well as reading and comprehension of a foreign language at novice and intermediate levels, to broaden individual's understanding of other peoples and cultures. The program supports student transfer to four-year educational institutions, and promotes culturally-sensitive citizenry.

On the Horizon

Shifting demographics and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Foreign Languages program in the next five years as follows.

- ▲ Because we are living in a global society and with the growth of minority populations in the U.S. and California, multicultural awareness and understanding, as well as multilingualism, are increasingly important.
- ▲ Demand for bilingual employees is expected to rise over the next 10 years, with 70 percent of employers predicting Spanish-speaking skills will be highly sought after among job candidates.
- ▲ There are additional opportunities, and employment demand, to offer curriculum and co-curricular learning activities that increase employment opportunities for students as interpreters/translators.
- ▲ There is likely enough enrollment and employment demand to expand the program including short-term, immersive foreign language courses and programs, certificate programs, and a Global Studies ADT degree pathway including in multiple delivery modalities (e.g., online and noncredit/continuing education).
- ▲ The new generation of college students (Generation Z) are digital natives who seek and prefer more technology/digital-enabled, career-connected, and socially/culturally-conscious learning and are many of the students taking French, Spanish, and ASL courses.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Strengthen and expand course offerings and modalities (including online) by ensuring courses supported by strong and diverse faculty available to instruct and provide support for student success.	Strategic, Efficient Enrollment Growth Distance, Digital Learning Expansion and Enhancements	Student Experience and Success



PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Develop new certificate/degree programs and specialized curriculum (e.g., Spanish for Medical Personnel and First Responders) to increase student career and transfer opportunities.	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Establish noticeable, state-of-the-art campus presence providing courses and tutoring services in a centralized location and utilizing the technology available in the Advanced Technology Center.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence
Expand tutoring services to increase student success by leveraging space, facilities and human capital of the Math and English Tutoring Centers in the Advanced Technology Center.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success

Geography

Program Description

Geography is multifaceted and is considered a social science, a global science, and an earth science. Geography is a spatial science that explains and describes the Earth in terms of location and relationships. All Geographers ask questions about the earth focusing on the location of a place and how that location contributes to the attributes of that place. Place names serve as the framework for this exploration.

One of the primary tools used by geographers are maps which are now more electronic than on paper. These powerful maps show the locations, patterns and distribution of the earth features being examined. All geographers compare and contrast this locational information in order to explain the similarities and differences of the physical and cultural environments of the earth and its inhabitants. As a result, geographers are also called spatial analysts.

There are two broad categories of geography: physical and cultural. Physical geographers look at the earth's physical characteristics. Included are such topics that relate to the earth's natural environment such as earth-sun relationships, weather and climate, flora and fauna, rocks and minerals, earthquakes, volcanoes, mountain building, gradational forces, and landform distribution.

Cultural Geographers examine the present-day earth in terms of its people, their organizations, languages, religions, economic systems, population, and settlement patterns.

Geography courses are transferable to CSU, UC, and may be used to fulfill requirements for an Associate of Arts for Transfer with a major in Geography and/or Liberal Arts AA and /or various certificates.

On the Horizon

Current and projected industry changes, shifting demographics, and other trends (refer to the Physical Sciences section in the Supporting Documents) will likely have several programmatic implications for the Geography program in the next five years as follows.

- ▲ Geography courses serve as both requirements and electives for other certificate and degree programs at the college; therefore, coordination with other departments (scheduling, examining/addressing course retention and success rates, and curriculum alignment) that geography courses support is critical for ensuring student success.



- ▲ Most geography-related careers require bachelors' degrees or higher (particularly careers that pay family-sustaining wages with career advancement opportunities), therefore having strong transfer degree pathways for students pursuing geography careers is important.
- ▲ Information and digital literacy skills are increasingly important in an Industry 4.0 world, including for geography, as well as skills using 3D modeling and Virtual and Augmented Reality (coupled with modeling) as they are transforming geography and Geographic Information Systems (GIS).
- ▲ There are career opportunities for geography-related occupations requiring a two-year degree or less postsecondary education, such as surveying and mapping technicians, which are also projected to grow in the next five years.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Expand the integration of GIS and geography science courses with other departments/programs at VVC including Agricultural and Natural Resources and Physical Sciences, and other STEM areas to increase enrollment and skills of students.	Retention, Persistence, Completion, Post-completion Success Strategic, Efficient Enrollment Growth	High Quality Practices/ Excellence Student Experience and Success
Integrate GIS in all geography courses to ensure students obtain skills that have become essential in industry and bachelor and advanced degree programs.	Retention, Completion, and Success Milestone	High Quality Practices/ Excellence Student Experience and Success
Establish adequate lab facilities (including up-to-date technologies/equipment/materials) and smart classrooms to enable GIS integration in all courses and to expand course offerings and instructional activities.	Retention, Persistence, Completion, Post-completion Success Strategic, Efficient Enrollment Growth	High Quality Practices/ Excellence Student Experience and Success
Collaborate with counselors, outreach, recruitment, and communications staff/webmaster to disseminate information and provide personalized and strategic guidance to students.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence Student Experience and Success

Geology

Program Description

Victor Valley College offers classes such as Physical Geography, Cultural Geography, the Geology of California, and the Geology of the Western National Parks. Students may also take geology laboratory courses.

Geology is a study of factors and processes that have created and shaped the earth's surface, the geologic structures that comprise it, and the minerals and rocks that form it. Field trips are scheduled to areas of representative local geology.



On the Horizon

Current and projected industry changes, shifting demographics, and other trends (refer to the Supporting Documents) will likely have several programmatic implications in the next five years as follows.

- ▲ Geology courses serve as both pre-requisites and requirements for other certificate and degree programs at the college therefore coordination with other departments (scheduling, examining/addressing course retention and success rates, and curriculum alignment) that geology courses support is critical for ensuring student success.
- ▲ Most geology-related careers require bachelors' degrees or higher (particularly careers that pay family-sustaining wages with career advancement opportunities) therefore having strong transfer degree pathways for students pursuing geology careers is important.
- ▲ Information and digital literacy skills will be increasingly important in an Industry 4.0 world for all physical science disciplines including geology.
- ▲ The new generation of college students (Generation Z) are digital natives who seek and prefer more technology/digital-enabled and career-connected learning and are many of the students taking geology courses.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Improve geology equity, innovation, and success in the classroom through implementation of evidence-based teaching strategies, quality instruction, technical support, and digital content/technologies.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence Student Experience and Success

History

Program Description

History examines the processes that have made today's realities. History is an evolving record of emotion, aspiration, frustration, and success. Historians deal with the goals, fears, interests, opinions, and prejudices of people in the past. What made people the way they were? What is the impact of their thought and action on people today and what is their impact on people tomorrow? As a study of people, history offers both a necessary understanding of one's place in the human experience and the conceptual framework for a lifelong avocation.

On the Horizon

Current and projected social-political changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the History program in the next five years as follows.

- ▲ Changing social-political dynamics provide ample conditions to address and real-world contexts that are useful for instructional purposes in History.



- ▲ To meet students' increasing expectations for career-connected programs and an expeditious path to their desired career, it will be essential for History to strategically and efficiently offer courses that are part of a streamlined, robust Associate Degree Transfer program.
- ▲ Information and digital literacy skills are critically important in all fields of study as technology rapidly evolves/increases and providing opportunities for students to develop these skills is essential. Additional skills that are important for history majors to build are critical thinking, communication, and writing.
- ▲ The new generation of college students (Generation Z) are digital natives who seek and prefer more technology/digital-enabled, career-connected, and socially/culturally- conscious learning and are most students taking history courses.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Expand existing course offerings and develop additional offerings (e.g., Chicano History)--with sufficient faculty, dedicated department space, and other resources--to meet enrollment demand and serve the needs of the college's diverse Latinx population.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Collect and monitor data (including real-time data), with Institutional Research support, on history degree-seeking students so strategies can be identified and implemented to increase student completion and transfer.	Retention, Persistence, Completion, Post- completion Success	Student Experience and Success High Quality Practice/Excellence
Establish dedicated History offices and classroom spaces to address enrollment demand, foster collegiality with all History faculty (both full- and part-time) and enable dedicated space for a plethora of professional development activities unique to teaching and learning history.	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post- completion Success	Institutional Learning Student Experience and Success

Kinesiology

Program Description

Physical Education is an integral part of the total educational program. It contributes to the spiritual, intellectual, physical, social, and emotional growth and development of each student through physical activity, health, and dance. It is also an associate's degree requirement for Victor Valley College. It is the goal of this department to provide opportunities for students to become and remain active through a variety of activity courses as well as several more specialized lecture courses for those who may seek to transfer to a four-year college or university or a career in Kinesiology/Physical Education, Recreation, Dance, Exercise Science or Sport Studies.

On the Horizon

Current and projected industry changes, shifting demographics, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Kinesiology program in the next five years as follows.



- ▲ Labor market demand for sports, exercise, physical fitness, and physical therapy positions is strong and growing. Additionally, public health and recreation and leisure studies are other career pathways for program development including certificate and transfer degree programs
- ▲ There is overlap between the skills and abilities of kinesiology, public health, and recreation and leisure services providing opportunities to create stacked and latticed certificate and degree programs that share courses and maximize efficiencies.
- ▲ The population age 60 and older will increase 201% by 2060 in San Bernardino County so there will be growing demand for occupations and associate instructional program(s) aimed at an older population, such senior fitness trainer.
- ▲ The new generation of college students (Generation Z) are digital natives who seek and prefer more technology/digital-enabled and career-connected learning and are most students taking kinesiology courses.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Develop additional and stacked/latticed certificate and degree programs to meet market demand including Athletic Trainer Aide certificate and Public Health Science and Nutrition and Dietetics degree for transfer programs.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Develop and implement strategies for fostering high success rates in both lecture and lab classes.	Retention, Persistence, Completion, Post- completion Success	Student Experience and Success
Develop courses and activities in other delivery modalities such as noncredit (e.g., vocational health occupations) and community services such as activities for senior population.	Strategic, Efficient Enrollment Growth Noncredit, Other Expanded Learning Options Development	Student Experience and Success
Develop a dance instructor certificate program enabling graduates to obtain employment with community dance studios, recreation departments, high school/after school activities, and more.	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post- completion Success	Student Experience and Success

Library

Program Description

The VVC Library supports student learning and success through collections, instructional programs, services, and a 2-story lakeside facility with wi-fi and computers. Learning resources include print and electronic books, online databases, streaming media, traditional and digital periodicals, DVDs and CDs, reserve textbooks, and a Local History collection. Off-campus access to online materials is available with MyVVC credentials at the library website's homepage. The website also provides tutorials and online guides to help students with research. The library offers individual seating and collaborative group study areas with wi-fi access, study rooms, cell-phone charging station, internet-accessible computers, a cash-only pay-to-print system and photocopiers. Librarians are on duty providing reference assistance in the library and online via



chat for 68 hrs/week, Monday through Saturday, during the fall and spring semesters; hours vary for summer and winter intersession.

Library instruction is designed to help students develop critical thinking and digital literacy skills that are essential for college success and applicable to workplace proficiencies and lifelong learning. VVC has a local graduation requirement for information competency, a library research tutorial to help students learn effective searching techniques for books, online databases and internet sources; develop skills for analyzing and evaluating information resources; and ethical use of information by avoiding plagiarism and citing sources.

On the Horizon

Shifting demographics, technological changes, and other trends (refer to Supporting Documents) will likely have several programmatic implications for the library in the next five years as follows.

- ▲ The exponential growth of internet users, coupled with innovation in motion graphics animation, translates into expansive and unlimited growth for libraries.
- ▲ Students are seeking access to digital and information technologies and spaces to collaborate and the Library will play a crucial role in reimagining and transforming physical spaces and experiences on campus.
- ▲ Information and digital literacy skills will be of increasing importance in an Industry 4.0 and 5.0 world and the Library will play an important role to ensure all students develop them.
- ▲ Physical spaces and student experiences, including the Library's, will be of heightened importance to differentiate the college and to appeal to a broader student population. Generation Z students, particularly, are experience-driven.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Develop library instruction in a variety of formats (online, on-campus, credit or non-credit) to help students develop skills in research, information literacy, critical thinking, and digital proficiency to promote student learning and success.	Distance, Digital Learning Expansion and Enhancements Retention, Persistence, Completion, and Post-Completion Success	Student Experience and Success High Quality Practices/ Excellence Institutional Learning
Expand learning resources in digital formats, including ebooks, streaming media and databases, to meet needs of diverse student populations and support distance and off-campus learners.	Distance, Digital Learning Expansion and Enhancements Retention, Persistence, Completion, and Post-Completion Success	Student Experience and Success High Quality Practices/ Excellence Institutional Learning
Promote "Library Space as a Service Philosophy" by expanding collaborative workspace, equipping study areas with technology such as electronic white	Retention, Persistence, Completion, and Post-Completion Success	Student Experience and Success



boards and large monitors, checking out laptops, developing makerspace activities, and hosting innovative programs.

High Quality
Practices/
Excellence

Institutional
Learning

Mathematics

Program Description

The Victor Valley College Mathematics department offers a variety of courses to meet the needs of a diverse student population. It is a vital and growing program, providing reasoning skills to help students function in a wide range of sciences: social, biological, physical, behavioral, and management. Mathematics is necessary for understanding and expressing ideas in science, engineering, and human affairs. Mathematics is integrally related to computer science and statistics, which have proven invaluable to advancing research and modern industrial technology. The Mathematics curriculum academically prepares the student to transfer to a 4-year university to complete a Baccalaureate degree; it is also an integral part of many certificates and degrees offered at VVC. In addition, VVC offers an AS-T in Mathematics!

On the Horizon

Current and projected policy changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the mathematics program in the next five years as follows.

- ▲ The ability to use data sets, make sense of them, and work with peers to develop potential solutions are core competencies for success in all fields and, thus, is increasing the importance of math courses aligned with students' majors and of including assignments/projects where students collaboratively apply math skills and techniques to real-world scenarios.
- ▲ The rapid expansion of data science and data analytics will likely increase the number of students seeking mathematics degrees.
- ▲ The new generation of college students (Generation Z) are digital natives who seek and prefer more technology/digital-enabled and career-connected learning and are many of the students taking mathematics courses.
- ▲ AB 705, a key policy impacting mathematics instruction, has initiated a re-thinking of which, how, and when mathematics is taught; development of new teaching pedagogies and delivery modalities; and the implementation of multiple strategies for ensuring students' success.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Ensure adequate resources to support and scale the departments' math innovations and success strategies including smart classrooms configured to support collaborative learning and full-time faculty with ongoing professional development.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success



PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Continue collecting and monitoring data on math innovations/strategies making necessary adjustments and replicating/scaling those demonstrated effective at increasing student success.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Collaborate with counselors, outreach, recruitment, and communications staff/webmaster to disseminate information and provide personalized guidance to students on math innovations/strategies such as college algebra for nursing, CTE-transferrable math course(s), and noncredit math option(s).	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Increase size/capacity of Math Success Center to address increased demand for math support resulting from AB 705.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success

Music

Program Description

Music is the study of the language of sound and its effect on the minds and souls of creator, performer, and listener. It is one of the few academic disciplines to deal extensively with the development of the creative side of personhood; in that sense it is one of the most wholly “human” of the humanities. The creative problem-solving skills and discipline of music studies prepare students for a wide range of life's activities and pursuits.

The Music department offers a wide range of classes, providing opportunities for transfer majors, music for general studies students, and the opportunity for student and community musicians of all skill levels to participate in a wide variety performance ensembles.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Music program in the next five years as follows.

- ▲ Transformative changes and opportunities for music are occurring and more lie ahead both for artists and the industry. Many of these changes are due to new technologies and changing consumer tastes and wants.
- ▲ All these technology and industry changes ultimately are driven by increased importance of creating unique, personal, and immersive experiences.
- ▲ The “rise of the crowd”—stemming from access to high-speed internet, smart devices, and social media—enables musical artists to develop a career on their own without the need for backing by industry labels.
- ▲ Music-related employment in the greater San Bernardino, Riverside, and Ontario area will grow over the next five years, however, it is 15% below the national average.
- ▲ Occupations with the highest employment potential for VVC graduates, such as teaching, typically require a bachelor's degree, therefore, having a robust transfer pathway is important for student career success. While market demand for technical music occupations do not support the development of certificate or degree program, because musicians are increasingly producing their own music including such an option within the degree program or offering non-credit courses in a workshop format may be warranted.
- ▲ There is wide distribution of student age groups taking music courses and the department will be one of the first at VVC to identify multi-generational strategies and practices necessary for ensuring student access, retention, and



success such as offering courses in different delivery modalities, utilizing non-traditional scheduling options, employing digitally-enhanced instruction, and implementing other strategies that work for multi-generations of learners.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Increase number of courses offered in an online/digital format to increase enrollment and course offering efficiencies.	Distance, Digital Learning Expansion and Enhancements	Student Experience and Success
Develop music technology-related (including commercial and digital music) options providing graduates with the skills necessary to produce their own music and increase interest (particularly among younger students) in the Music program.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Strengthen the Music AA-T program, including supporting resources, to increase the number of graduates and transfers.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Collaborate with counselors, outreach, recruitment, and communications staff/webmaster to market the Music program and disseminate up-to-date program information to increase enrollment.	Strategic, Efficient Enrollment Growth	High Quality Practice/Excellence

Nursing

Program Description

The Associate of Science Degree in Nursing program at VVC is approved by the California Board of Registered Nursing (BRN). Graduates are eligible to take the National Council for Licensure Examination for Registered Nursing (NCLEX-RN) and, upon successful completion, become eligible for licensure as a Registered Nurse in the state of California.

VVC Nursing faculty accept and operate within the framework of the philosophy and mission of Victor Valley College. The conceptual framework is based on systems and change theory using the nursing process. The components of the curriculum are arranged around the client's bio-psycho-social and cultural/spiritual beliefs. The faculty believes that the student is an adult learner who is expected to take an active role in the learning process.

VVC nursing graduates are prepared to practice nursing at any entry level in a variety of settings, including medical/surgical, psychiatric, maternal/child, perioperative, geriatric, critical care, and oncology.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Nursing program in the next five years as follows.

- ▲ The aging population, which is projected to increase, will place greater demands on healthcare and presents a significant opportunity for incorporating gerontology related instruction and activities.
- ▲ There are many initiatives and industry actions that are focused on increasing the proportion of nurses with baccalaureate degrees. Therefore, seamless RN-to-BSN pathways will be increasingly demanded.



- ▲ Emerging technologies are reshaping healthcare in multiple ways—how consumers access it, how and which providers deliver it, and what health outcomes it achieves—and digital fluency is becoming essential for healthcare professionals.
- ▲ Given the accelerated pace of care and advanced technologies, nurses are expected to have an expanded set of competencies including leadership, health policy, system improvement, research and evidence-based practice, and teamwork and collaboration.
- ▲ A state initiative is currently underway (with industry partners, four-year institutions, and community colleges) to both create seamless pathways and have shared, standard, and streamlined curriculum.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Expand and strengthen program by mitigating conditions that limit enrollment including lack of Director and Assistant Director, reductions in full-time faculty, and limited clinical sites.	Strategic, Efficient Enrollment Growth	High Quality Practices/ Excellence
Revise curriculum in response to the statewide nursing pathways/curriculum initiative and simultaneously update articulation agreements that are in place to maintain congruity and transfer options for students.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence Student Experience and Success
Strengthen the Nursing program to keep current with BRN accreditation and licensure requirements including keeping technology, equipment, and supplies up-to-date; revising the curriculum; and adopting newer technologies in response to BRN testing changes.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence Student Experience and Success
Develop new, general topic courses (e.g., medical terminology) for students that can be taken if they are waiting for admittance into the program and to expand their employment/career opportunities.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success

Oceanography

Program Description

Students enrolled in oceanography will be introduced to this multidisciplinary subject, which includes information from chemistry, geology, geography, meteorology, biology, physics, and more. Courses cover the methods and techniques of ocean exploration, chemical properties of seawater, physical properties of currents, waves, and tides, and ocean topography, geography, and geology. Emphasis is placed on adaptations of organisms to marine environments. Also included are discussions on ocean resource management and the significance of the marine environment to man.

On the Horizon

Current and projected industry changes, shifting demographics, and other trends (refer to the Supporting Documents) will likely have several programmatic implications for the Oceanography program in the next five years as follows.



- ▲ Oceanography courses serve as requirements for degree programs at the college transfer, therefore coordination with other departments (scheduling, examining/addressing course retention and success rates, and curriculum alignment) that oceanography courses support is critical for ensuring student success.
- ▲ Most oceanography-related careers require bachelors' degrees or higher (particularly careers that pay family-sustaining wages with career advancement opportunities) therefore having strong transfer degree pathways for students pursuing oceanography careers is important.
- ▲ Information and digital literacy skills will be increasingly important in an Industry 4.0 world for all physical science disciplines including oceanography.
- ▲ The new generation of college students (Generation Z) are digital natives who seek and prefer more technology/digital-enabled and career-connected learning and are many of the students taking oceanography courses.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	Key Priority Areas	District Goals
Improve oceanography equity, innovation, and success in the classroom through implementation of evidence-based teaching strategies, quality instruction, technical support, and digital content/technologies.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence Student Experience and Success

Paralegal

Program Description

The Paralegal program is designed for students pursuing careers as paralegals. A paralegal works in a paraprofessional capacity as an assistant to an attorney in a private law firm, governmental agency, industry, or private association. By California law, a paralegal, also called a legal assistant, works under the supervision of an attorney and performs many tasks normally handled by an attorney, such as preparing forms, memoranda writing, interviewing clients, researching legal matters, managing the legal office, and a variety of other tasks. There are also self-employed paralegals who work for attorneys on request. The paralegal is not an attorney and, therefore, cannot give legal advice or represent another person in court, except under extremely limited circumstances provided by law.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the paralegal program in the next five years as follows.

- ▲ As law firms increase the use of technology, the demand for attorneys and paralegals to have information and digital competence will increase and paralegals with information technology skills will be highly valued and in demand.
- ▲ The increased automation of legal processes has also spawned a new cluster of cutting-edge occupations. For example, discovery rules have changed and now electronically stored information is discoverable in litigation, as a result a new and growing occupation of e-discovery specialist has emerged.



- ▲ Powerful mobile devices, “software-as-a-service”, and secure, web-based technology allow professionals to work from anywhere so legal professionals working remotely and virtual law offices will increase.
- ▲ Outsourcing is increasing and it is transferring work of attorneys, paralegals, and support professionals to external vendors.
- ▲ Virtual work, clients seeking direct services, and outsourcing provide opportunities for legal professionals to work independently.
- ▲ Job growth for paralegal positions in the greater San Bernardino, Riverside, and Ontario area is projected to grow and workforce demand exceeds supply so there are opportunities for enrollment expansion.
- ▲ There are many older students (over age 40) taking paralegal courses and targeted strategies and practices will be necessary for ensuring older student access, retention, and success such as offering courses in different delivery modalities, utilizing non-traditional scheduling options, employing digitally-enhanced instruction, etc.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Develop new and stacked certificate programs for emerging, in-demand occupations including an eDiscovery and mediation specialist certificates to increase student’s career and employment options.	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post- completion Success	Student Experience and Success
Develop a Law, Public Policy, and Society AA-T degree program.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Implement multiple strategies (with supportive resources) to expand program enrollment, retention, and success including outreach/marketing; course sequencing; writing preparedness; intersession and short-term course scheduling; and matriculating students in the Pathway to Law program to name a few.	Retention, Persistence, Completion, Post- completion Success	Student Experience and Success

Philosophy and Religious Studies

Program Description

The study of philosophy provides an opportunity to explore the most fundamental concerns of human life. Students examine and assess the concepts of the world's major thinkers and most influential texts regarding such themes as human value, religious experience, political order, truth, and ultimate reality. Philosophical study helps to develop such valuable and transferable skills as analytical reading and writing, creative and critical thinking, and independent judgment.

The academic study of religion is an objective, factual, interdisciplinary study of the texts, symbols, myths, rituals, ideas, and values of the world’s many religious traditions. Students are encouraged to view religion multi-culturally as a means of understanding more deeply the spiritual dimensions of human nature, history, and society. Study in this field prepares students for life in a multicultural society and provides practice in such valuable skills as empathetic reading and listening, critical reflection, and descriptive and analytical writing.



On the Horizon

An analysis of current and projected industry changes, shifting demographics, and other trends (refer to Environmental Scan in Supporting Documents) reveals several opportunities for programmatic changes, growth, and new delivery modalities as follows.

- ▲ Industry 4.0 is spawning new, “hybrid” occupations that draw from and integrate liberal arts disciplines, such as philosophy and religious studies, coupled with career technical disciplines.
- ▲ Philosophy and religious studies are integral for sense making in a rapidly changing world with shifting social-political dynamics.
- ▲ Developing instructional activities to ensure all students have requisite information and digital literacy skills will be increasingly important as technology rapidly evolves and increases.
- ▲ To meet students’ increasing expectations for career-connected programs and an expeditious path to their desired career, it will be essential for philosophy and religious studies to strategically and efficiently offer courses that complement students’ major choices in other disciplines and/or are part of a streamlined, robust Associate Degree for Transfer program.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Close equity gaps within the next three years while analyzing and assessing how different classroom modalities (i.e. face to face, or online) can impact students in different ways.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Create a space--virtually or physically—for faculty to share ideas, resources, pedagogy; to collaborate on academic projects and colloquia that raise interest in Philosophy and Religious Studies; create a learning community of faculty and students that encourages critical thought as well as basic educational skills that will promote success (e.g. note-taking and the development of studying habits).	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence
Develop three new curricula in Philosophy and Religious Studies over the next three years that meet the needs of the students of the High Desert and are a) integrated with other divisions, b) transferable or relevant to furthering student degrees, and c) will attract students to VVC’s Philosophy and Religious Studies programs.	Strategic, Efficient Enrollment Growth	Institutional Learning

Physics

Program Description

The study of physics involves trying to understand, at the most fundamental level, our observations of natural phenomena. Inquiries extend from the most minute of subatomic particles; to nuclei, atoms, molecules, solids, liquids, gases; and plasmas, stars, and galaxies. Physics seeks to explain how, under the influence of some fundamental forces, nature behaves as it does. In a larger sense it tries to address questions about our universe, such as: Where did we come from? What will be our ultimate fate?



The Physics department at VVC offers courses for students in many majors and courses that fulfill the lower division requirements for students who plan to major in fields such as engineering or medicine. Additionally, the Physics Associate of Science for Transfer (AS-T) program prepares students to pursue advanced degrees in physics.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends will likely have several programmatic implications for the physics program in the next five years as follows.

- ▲ Because physics graduates have skills relating to numeracy, problem-solving, data analysis and the communication of complex ideas, as well as a wider understanding of how the world works on a scientific and human level, they are in high demand in diverse sectors.
- ▲ Essential knowledge, skills, and abilities physics programs now need to cover include physics; science; research and problem solving; fluency in using scientific equipment; mathematical skills; programming, modeling and simulation; and quality control protocols.
- ▲ In addition physics programs should also examine ways to incorporate the following in curriculum and co-curricular learning activities to ensure student academic and career success: research, data analytics, presentation of complex findings in compelling and consumable ways, knowledge of and access to experience recent breakthroughs in physics, and working collaboratively on teams to conduct research and develop applications/solutions.
- ▲ The new generation of college students (Generation Z) are digital natives who seek and prefer more technology/digital-enabled and career-connected learning and are the majority of students taking physics courses.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	Key Priority Areas	District Goals
No program goals have been identified		

Political Science

Program Description

Political science is the study of the processes, principles, and structures of government and political institutions. This field includes an analysis of governments around the world and of international relations. This academic discipline leads toward an understanding of the institutions of government, the role of citizens and political leaders, and contemporary issues at every level of government.

Career opportunities, which may require advanced degrees, include attorney, campaign consultant, educator, foreign diplomat, government official/elected official, intelligence officer/analyst, journalist, law enforcement positions, legislative/executive assistant, lobbyist, and urban planner.

On the Horizon

Socio-political dynamics, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Political Science program in the next five years as follows.



- ▲ Data analytics is driving new analytic- and strategy-related political science positions/roles and, thus, providing more lucrative career opportunities for individuals with these skills.
- ▲ Information and digital literacy skills will be increasingly important in an Industry 4.0 world for social sciences, including political science.
- ▲ Political science professionals have varied employment opportunities in multiple fields/industries and offer political science majors with additional specializations or education several, unique career options.
- ▲ Most political science careers require bachelors' degrees or higher thus having a robust transfer pathway is of critical importance for students who wish to pursue these careers.
- ▲ Political science majors need strong research and communication skills, they will need to discover how to make convincing arguments backed it up with facts, and hone presentation and verbal communication skills as they share work.
- ▲ The new generation of college students (Generation Z) are digital natives who seek and prefer more technology/digital-enabled and career-connected learning and are many of the students taking political science courses.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Expand curriculum—offering new courses, stacked certificates, and degrees—to meet increasing student demand and provide additional transfer and career opportunities. These additions include research methods course(s); Law, Public Policy, and Society AAT degree; Global Leadership Certificate; Global Competency Certificate; and a Public Administration/Local Government Certificate.	Retention, Persistence, Completion, Post-completion Success Strategic, Efficient Enrollment Growth	Student Experience and Success
Increase online course offerings to increase enrollment and achieve greater scheduling efficiencies that can be redirected to expand face-to-face course offerings.	Strategic, Efficient Enrollment Growth Distance, Digital Learning Expansion and Enhancements	High Quality Practice/Excellence
Increase student success rates by enhancing pedagogy for all modalities (i.e. face-to-face, online and hybrid) and further implementing multiple success strategies, including supplemental instruction.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Intensify outreach and marketing of departmental programs to the VVC student body, area high school and the community, to grow enrollments, expand student transfers, and further increase relevant pathways to employment.	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Collaborate with counselors to disseminate information and provide personalized guidance to students on which/the sequence of Political Science courses to take and recommended preparation for them.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success



Psychology

Program Description

Psychology is the scientific study of the mind and behavior. A background in psychological science provides the undergraduate with many marketable skills such as: (1) the ability to critically analyze information to problem-solve, (2) an understanding of how to use data to make decisions, (3) an understanding that humans are impacted by both internal and external factors, and (4) an appreciation for the influence of culture on human cognition and behavior. Because these skills are valued in many industries, graduates in psychology are employed in a number of areas including education, research, government, and business. Advanced degrees are required to become therapists, psychologists, and scientists. Victor Valley College currently offers the AA-T in Psychology and the Applied Developmental Psychology Certificate of Achievement, a 12-unit certificate.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic change implications for the Psychology program in the next five years as follows.

- ▲ Real-world events and dynamics provide psychology instructors with ample opportunities for contextualizing course content (e.g., climate change, racial and social injustice, the COVID-19 pandemic).
- ▲ Industry 4.0 is spawning new, "hybrid" occupations that draw from and integrate liberal arts disciplines, such as psychology, coupled with career technical disciplines.
- ▲ There are career opportunities and occupational demand for entry-level Classroom Paraprofessionals and Behavior Therapists. These workers provide behavior change/support services under the supervision of licensed or credentialed professionals. Regional labor market analysis indicates that San Bernardino County currently needs qualified applicants for "teacher assistants" and projected employment for educational services is expected to grow over the next 10 years. Competitive applicants have some postsecondary education in Psychology (especially human development and applied behavior analysis) and excellent communication and interpersonal skills.
- ▲ To meet students' increasing expectations for career-connected programs and an expeditious path to their desired career, it will be essential for the psychology program to strategically and efficiently offer courses that complement students' major choices in other disciplines and/or are part of a streamlined, robust Associate Degree Transfer program.
- ▲ Information and digital literacy skills are critically important in all fields of study as technology rapidly evolves/increases and providing opportunities for students to develop these skills is essential.
- ▲ The new generation of college students (Generation Z) are digital natives who seek and prefer more technology/digital-enabled and career-connected learning. Additionally, most students taking psychology courses are Generation Z students.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Modify the Applied Developmental Psychology (ADP) Certificate of Achievement to provide students with a practical educational repertoire and marketable skills for entry-level positions as classroom paraprofessionals and behavior therapists.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success



PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
	Strategic, Efficient Enrollment Growth	High Quality Practices/ Excellence
Streamline psychology course offerings in accordance with Guided Pathways Principles and embed the Applied Developmental Psychology (ADP) Certificate of Achievement within the 1st year program map for psychology.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
	Strategic, Efficient Enrollment Growth	High Quality Practices/ Excellence
Expand and enhance distance education offerings in psychology.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
	Strategic, Efficient Enrollment Growth	High Quality Practices/ Excellence
Collect and monitor data on psychology degree-seeking students so strategies can be identified and implemented to increase student completion and transfer.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
	Strategic, Efficient Enrollment Growth	High Quality Practices/ Excellence
Develop courses that meet CSU's Race and Ethnicity requirement.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
		High Quality Practices/ Excellence

Respiratory Therapy

Program Description

The Respiratory Therapy program at Victor Valley College prepares students for a career as a Registered Respiratory Therapist, an integral part of the healthcare team. Whether new in the workforce or changing careers, respiratory therapy provides the opportunity for life-long learning and financial security. Respiratory therapists care for a wide variety of clients of all ages that experience an array of cardiopulmonary disorders. Physical assessment, care plans, diagnostic testing, pulmonary treatments, and mechanical ventilation (life support) are a few of the primary responsibilities of a respiratory therapist in the clinical setting. For example, respiratory therapists are responsible for identifying the causes of and treatments for symptoms associated with lung diseases, such as emphysema, asthma, pneumonia, bronchitis, and fibrosis. Examples of assessment tools that may be used are basic physical assessment, bedside pulmonary function testing, and arterial blood gas sampling. Interpretation of the assessment data is used by the respiratory therapist in "therapist-driven" protocols in attempt to improve pulmonary function (or breathing). Likewise, in the event of a high-risk delivery, where a premature newborn may be at risk for breathing complications, respiratory therapists are responsible for assessing the newborn, assisting with ventilation when needed, working in conjunction with the neonatologist to devise a care plan, and implementing that care plan. These are just two examples of the important role respiratory therapists play in prevention, maintenance, and improvement toward quality of life in clients that experience cardiopulmonary complications. The program is accredited by the Commission on Accreditation for Respiratory Care (COARC).



On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Respiratory Therapy program in the next five years as follows.

- ▲ The respiratory therapy field is continually evolving, due to changes in chronic disease management, technology, and healthcare delivery systems. Today, the field offers career opportunities ranging from permanent positions in acute care and outpatient settings to a variety of job possibilities for travel respiratory therapists.
- ▲ Respiratory therapists' responsibilities and scope of practice is expanding to include more public health-related services including patient education, disease management including for cardiopulmonary disorders, outpatient respiratory care, preventing and detecting disease with more respiratory diagnostics, and other community-based respiratory therapy services.
- ▲ New technologies and devices will increase the demand for professionals with digital fluency and experience working with state-of-the-art equipment.
- ▲ Job growth for respiratory therapist positions in the greater San Bernardino, Riverside, and Ontario area is projected to grow and workforce demand exceeds supply so there are opportunities for enrollment expansion.
- ▲ The COVID pandemic has increased awareness of the respiratory therapist profession and could result in increased enrollment.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Implement digital learning tools to supplement in-person instruction and co-curricular learning activities to increase student success and digital fluency and to maximize use of limited lab space.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Develop new Echocardiogram and Respiratory Therapy Case Management certificate programs to meet market demand for respiratory therapists with these skills also providing students with enhanced employment opportunities/success.	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Expand and provide quality laboratory space and learning environment (enabling program expansion) with adequate, sustained ventilator supply; and safe, piped gas and suction for use with ventilators and other respiratory therapy modalities.	Retention, Persistence, Completion, Post-completion Success Strategic, Efficient Enrollment Growth	High Quality Practices/ Excellence Student Experience and Success
Conduct continual assessment and alignment of the program's learning outcomes and COARC (accreditation) requirements by utilizing the National Board for Respiratory Care Self-Assessment Examination (SAE) as a final program exam.	Retention, Persistence, Completion, Post-completion Success	Institutional Learning



Restaurant Management

Program Description

The Restaurant Management program is dedicated to achieving success in training students. Education and hands-on experience produce knowledge needed to build successful careers in the Foodservice industry. A positive training environment creates "attitude" development and decision-making/program solving techniques making VVC students uniquely qualified in their pursuit of a career in Foodservice.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Restaurant Management program in the next five years as follows.

- ▲ The restaurant industry is dynamic and constantly changing and innovation and re-invention in response will be necessary to meet consumer and industry needs.
- ▲ The use of technology and data will be applied to culinary arts, guest services, food sourcing, supply chain logistics, food safety, and more so information and digital literacy skills and data-informed decision making will be increasingly important.
- ▲ The off-premise market (carryout, delivery, drive-thru, and mobile units) will comprise the majority growth in the industry and will also impact occupational demand.
- ▲ The industry will also see increasing automation and occupations with highest probability of being impacted by automation are food prep and food processing workers.
- ▲ The restaurant and food service industry in the greater San Bernardino, Riverside, and Ontario area is projected to grow 11.6%, and for bakers to grow 8.6%, in the next five years and at a slightly higher rate than the rest of the state and nation.

Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Expand course offerings and develop new, stacked certificate programs (including interdisciplinary options with other departments at VVC) to address industry changes and demand such as sustainability, entrepreneur, ServSafe Alcohol/Allergen, nutrition courses as well as customer service, kitchen fundamentals, catering, and baking/pastry certificate programs.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Develop new baking/pastry and AS-T Hospitality Management degree programs to meet market demand and provide additional career/employment opportunities for students.	Strategic, Efficient Enrollment Growth	Student Experience and Success
Develop and/or increase noncredit, continuing education, contract education, and community service courses especially for high-demand skills, including in partnership with other departments such as Agriculture and Natural Resources.	Strategic, Efficient Enrollment Growth Noncredit, Other Expanded Learning Options Development	Student Experience and Success



PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Ensure responsiveness to industry and accreditation standards/requirements, increase interest in the program, and ensure students are adequately trained with state-of-the art equipment, facilities, and requisite faculty and professional development that reflects industry practices.	Strategic, Efficient Enrollment Growth Retention, Completion, and Success Milestone	Student Experience and Success
Change department/program name and utilize naming nomenclatures for new certificate programs that are aligned with industry and occupation titles to reflect what the department offers and to increase both students' and employers' awareness/recognition of programs.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence

Sociology

Program Description

Sociology offers much more to the student who desires to understand the web and rhythm of human behavior. From intimate, personal, and family relationships to international corporation activities; from marginality, deviance, and crime to recreation, religion, and medicine, few disciplines have such broad scope and relevance.

Career opportunities, which may require advanced degrees, include: claims examiner, criminologist, educator, employment/personnel specialist, interviewer/researcher, law enforcement/probation or corrections officer, public relations consultant, social worker/counselor, statistician/population analyst, urban planning consultant, youth counselor/recreation specialist.

Sociology offers much more to the student who desires to understand the web and rhythm of human behavior. From intimate, personal, and family relationships to international corporation activities; from marginality, deviance, and crime to recreation, religion, and medicine, few disciplines have such broad scope and relevance.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Sociology program in the next five years as follows.

- ▲ Changing social-political dynamics provide ample conditions to address and real-world contexts that are useful for instructional purposes in sociology.
- ▲ Industry 4.0 is spawning new, “hybrid” occupations that draw from and integrate liberal arts disciplines, such as sociology, coupled with career technical disciplines.
- ▲ To meet students’ increasing expectations for career-connected programs and an expeditious path to their desired career, it will be essential for the Sociology program to strategically and efficiently offer courses that complement students’ major choices in other disciplines and/or are part of a streamlined, robust Associate Degree Transfer program.
- ▲ Information and digital literacy skills are critically important in all fields of study as technology rapidly evolves/increases and providing opportunities for students to develop these skills is essential.
- ▲ The new generation of college students (Generation Z) are digital natives who seek and prefer more technology/digital-enabled and career-connected learning and are most students taking sociology courses.



Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Increase department's capacity to expand enrollment and course offerings/sections through dedicated/assigned space, sufficient full-time faculty, and in-demand scheduling strategies.	Strategic, Efficient Enrollment Growth	High Quality Practice/Excellence
Adopt new pedagogies and digital instructional technologies, along with faculty professional development, to provide learning modalities that serve a diverse, multi-generational student population especially younger students seeking more technology-enabled learning.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Collect and monitor data on department goals and strategies making necessary adjustments and replicating/scaling those demonstrated effective at increasing enrollment and student success.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/Excellence

Theater Arts

Program Description

Theatre Arts is the essence of the humanities in that it is the only art form that incorporates all the other fine arts into its final product. The Theatre Arts program's primary goal is to educate the whole person, to emphasize comprehensive education. Everyone should experience the dynamics of theatre and the Theater Arts ensemble technique teaches cooperation, teamwork, and communication. The skills learned in producing theatre are necessary in every occupational arena.

The Theater Arts department offers a wide range of classes providing opportunities for Fine Arts transfer students, general education requirements, and the opportunity for students to participate in a wide variety productions.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Environmental Scan in Supporting Documents) will likely have several programmatic implications for the Theater Arts program in the next five years as follows.

- ▲ Theater Arts is being transformed by demographic, culture/societal, and technology changes which are reflected in theatrical productions.
- ▲ All these technology and industry changes ultimately are driven by increased importance of creating unique, personal, and immersive experiences.
- ▲ More young people are being drawn to theater and changing how traditional stories are presented by seeking more unique and immersive experiences that new technologies such as digital media, sound/video design, robotics, etc. can provide.
- ▲ Theater technology can vastly improve and economize productions, therefore theater arts professionals, including actors, will need to learn how to fit artistic skills inside the parameters created by the inclusion of technology in the digital age. Therefore, digital fluency and skills are becoming essential for theater professionals.
- ▲ The new generation of college students (Generation Z) are digital natives who seek and prefer more technology/digital-enabled and career-connected learning and are many of the students taking theater arts courses.



Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Develop Theater Arts (ADT) transfer degree program to increase student transfer options and success.	Retention, Persistence, Completion, Post-completion Success	Student Experience and Success
Collaborate with counselors, outreach, recruitment, and communications staff/webmaster to market the Theater Arts program to increase enrollment and awareness of theater productions.	Strategic, Efficient Enrollment Growth	High Quality Practice/Excellence
Strengthen co-curricular and community service activities that both enrich the cultural life of students, faculty and the community and keep students current with theater arts practices that increase their transfer and career success.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/Excellence Student Experience and Success

Welding

Program Description

The VVC Welding program prepares students to enter welding-related occupations, offers retraining for those seeking a new career, and provides an opportunity for those employed in welding occupations to learn new skills and upgrade themselves in their positions. The department is a member of the American Welding Society's Educational Institution Program for entry-level welders and is entitled to all the privileges. This entry level welder program is part of the National Skills Standards Program, which is being enacted across a wide range of industries in the United States. The program prepares students to pass the written test and welding performance test necessary to acquire a welding license from the Los Angeles Department of Building and Safety.

On the Horizon

Current and projected industry changes, shifting demographics, technological changes, and other trends (refer to Supporting Documents) will likely have several programmatic implications for the Welding program in the next five years as follows.

- ▲ Demand for welders is high and expected to remain relatively steady in the greater San Bernardino, Riverside, and Ontario metropolitan area for the next five years.
- ▲ Welding is significantly being impacted by Industry 4.0 which is combining the Internet of Things (IoT) with robotic welding, virtual reality, and machine intelligence.
- ▲ Digital solutions, connectivity, and automation are shaping the future of the welding industry but will also attract a new generation to the field and welding instruction will need to adopt new technologies to keep pace with the industry as well as to train workers who will need to be digitally/technically savvy.
- ▲ The Welding program appeals to multiple generations of learners including a large percentage over the age of 30. To meet the needs and learning preferences of welding students, the program will need to offer courses in different delivery modalities, utilize non-traditional scheduling options, employ digitally-enhanced instruction, and find other strategies that work for multi-generations of learners.



Program Contribution to the VVC Educational Master Plan

The following program goals are identified for achievement in the next 3 to 5 years.

PROGRAM GOALS	KEY PRIORITY AREAS	DISTRICT GOALS
Restructure welding curriculum to increase student success including moving from an 8- to 16-week format and creating multiple stacked/latticed certificate programs aimed at specific industry/occupation specializations (e.g., pipefitter).	Strategic, Efficient Enrollment Growth Retention, Persistence, Completion, Post-completion Success	Student Experience and Success High Quality Practices/ Excellence
Establish online and digital/mobile elearning resources, open textbooks, courses, etc. to serve the multi-generational population of welding students, increase engagement and digital fluency utilizing technology platforms and tools.	Distance, Digital Learning Expansion and Enhancements	Student Experience and Success
Maintain American Welding Society (AWS) program standards through AWS-certified faculty (including ongoing professional development) and AWS-centered curriculum, thus increasing recognition of program and graduates' quality.	Retention, Persistence, Completion, Post-completion Success	High Quality Practices/ Excellence Institutional Learning

ADMINISTRATIVE SERVICES

Given transformative changes happening in business/industry, technology, shifting demographics, and social-political dynamics, successful colleges of the future are ones that are nimble and focus on quality. The ability to adapt to changing conditions with flexible, just-in-time solutions; develop holistic financial and business models; leverage technologies; and provide exceptional experiences will be essential.

An aging population that will be seeking higher education and expanding numbers of non-traditional students are wanting more flexible services, at times that are convenient to working adults or, better yet, entirely online and via digital devices. Younger students, namely Generation Z students, are seeking more quality, personalized, and technology-mediated services.

For VVC, it will become increasingly important to be agile—including having the ability to streamline, simply, and change administrative policies, procedures, and processes. All with an eye on efficiency and service excellence.

Working “smarter” not harder will be key. An information technology infrastructure that allows for big data collection, data mining, and robust analytic tools and models is essential; along with learning and information management systems that do the same. Mobile phone technologies are accelerating the value of automated, self-service activities and are mechanisms for capturing student data making predictive analytics possible and enabling the redesign of administrative services to serve unique student segments. Student self-service tools, underpinned by “choice architectures”, are managing how options and recommendations are personalized and presented to students.

Technology-mediated solutions should be utilized to simplify processes and free-up staff from transaction processing to interfacing with students to offer more personalized and/or specialized services. This can be accomplished through accelerating the value of self-service mobile technologies. Video interfaces with explainer videos can also be utilized to handle routine questions or explain processes. The aim is for students to be able to handle routine transactions via



automated systems leaving face-to-face transactions for non-routine matters or more personalized attention. Administrative service units that process student transactions, such as the Student Account Services and the Bookstore should be among the first to utilize these solutions. For example, the Bookstore could enable students to order books/materials/supplies on their mobile phones or smart devices, process payment using online services such as PayPal, package orders and notify students when they are ready, and establish expedited pick-up areas in the Bookstore and/or at other convenient locations around campus. Technology-mediated services should also be applied to provide to more efficient and effective services to faculty and staff.

Attention must be paid to making facilities and physical spaces that draw people in--creating atmospheres where people want to stay, collaborate, and learn. The way campuses make people feel are becoming increasingly important to appeal to a new generation of students that place high value on experiences. They are also important for competing with online and alternative delivery providers that are growing but cannot provide the same in-person experiences. The continuum of facility quality ranges from cleanliness (which is essential) to smart facilities wired with state-of-the-art communication and interactive technologies. Flexible, adaptive spaces that can accommodate small working groups to large gatherings and lectures, are necessary to adapt to the varied mix of programs and services that will be offered in the future. Media services will have an expanded role and level of sophistication in such an environment.

VVC will soon be serving five to six generations of students including a much older population, likely beginning in 2025-2026. Anticipating services, physical facilities, and matters older students will need and desire should begin shortly. Posing questions such as “how will services and facilities need to adapt to an older population”, are a good place to begin.

The rise of consumerism, as technology and access to information is greatly increasing the sophistication of students as consumers, is making accountability and transparency more important. This is especially true of Generation Z students. Providing transparent, “consumable” information that appeals to students as sophisticated consumers is necessary. Information ranging from content on the college website, mobile wayfinding tools, wait time information during peak service demand times, and data on efficiency and effectiveness of services is just the beginning.

Students will also be demanding more personalized and customized services and experiences. Human-centric design and innovation capabilities will need to be developed and employed—beginning with engaging students in creating and re-designing services. This will require a design mindset and skills. It will also require employing data- and outcomes-driven management and accountability.

This rapid pace of change will require sufficient and expanding resources, especially as new technologies and solutions are needed. At the same time state funding models are changing and enrollment-generated revenues are declining. More holistic and diversified business and financial models, that go beyond the FTES generating revenue model, are imperative for long-term fiscal health. This will require a new level of financial sophistication including scenario planning; financial modeling; and understanding auxiliary and entrepreneurial enterprises, diverse revenue structures, and cost management models and methods.

Lastly, demand for alternative service arrangements that accommodate students’ schedules and increased demand for services, 24/7—will continue to grow.

Within this context, the following are descriptions and blueprints for each Administrative Services department for addressing the trends above and strategies, activities, and practices included elsewhere in this plan.



Auxiliary Services

VVC's Auxiliary Services department provides many services in four, broad areas: (1) Bookstore, (2) Auxiliary Services Facilities and Accounting, (3) Managed Print Services, and (4) Performing Arts. More specifically here is a synopsis for the key activities and services in these areas.

▲ Bookstore

- All students , faculty, staff, and community members may utilize Rams Bookstore's brick and mortar as well as online services to participate in learning and student life which include books, supplies, digital content, competitive course materials sourcing, apparel, gifts, commencement supplies, uniforms and special orders.
- Full- and part-time faculty have digital adoption services are available 24/7 with VerbaCollect adoption services.
- Rams Bookstore provides online and on-site support of off-campus District sites.

▲ Auxiliary Services – Facilities & Accounting Services

- Event scheduling and management with access to services, internally and externally
- Off-campus instructional facility usage
- Accounting services supporting Rams Bookstore, Auxiliary Services, Print Shop, Associated Student Body, campus clubs, and instructional departments
- Management of food, beverage and vending contracts and services

▲ Managed Print Services

▲ Campus Print Shop

- Extended operational hours
- Online print order site

▲ Performing Arts Center

- Internal support of campus instructional departments, student services departments, and campus-wide events
- External support of community partners and businesses in support of diversity and fine arts

Auxiliary Services Blueprint

NEAR HORIZON
1-2 YEARS

MEDIUM HORIZON
3-4 YEARS

FURTHER HORIZON
5+ YEARS

BOOKSTORE

- Automate the processing of voucher and accounts receivable student charges at www.vvcRams.com
- Scale an Inclusive Access program
- Fully automate adoptions process to increase efficiencies
- Obtain a fully integrated Inclusive Access program including majority of courses with the option for students and faculty use culminating in a



NEAR HORIZON 1-2 YEARS

- Automate course changes to include added and canceled sections and instruction additions and changes, including live registration data for making purchasing decisions to lessen stock shortages and increase financial outcomes
- Implement small pilot for Inclusive Access programming

MEDIUM HORIZON 3-4 YEARS

- Implement a communication strategy that integrates continuous faculty and student input, feedback, and improvements allowing for collaboration between those who utilize our services and those who provide those services

FURTHER HORIZON 5+ YEARS

robust program that allows first day digital access to course materials which is critical for student retention and ultimately success

AUXILIARY SERVICES FACILITIES AND ACCOUNTING

- Send RFP for upcoming contract negotiations for Campus Exclusivity beverage agreement
- Send RFP for upcoming contract negotiations for Campus Vending agreement
- Survey off-site campus locations to determine where food and vending needs are expressed
- Review, simplify, and implement Administrative Procedure changes including updates to Community Civic Center Act, facilities, AND planning for future facilities
- Implement new facility scheduling and conference software including the ability to manage conference registration services for the anticipated Stadium and Educational Event Center
- Implement a strategic marketing campaign outlining the services provided by Auxiliary Services conference and event services
- Centralize facilities usage management to streamline space management for non-academic space utilization
- Send RFP for upcoming contract negotiations for Campus Managed Print Services agreement
- Provide high quality event and conference management and support for District and community partners
- Automate accounts receivable and payable functions with availability for users of Auxiliary Services Accounting office services including internal and external users
- Capitalize on diversified opportunities to improve revenue streams

MANAGED PRINT SERVICES

- Include, for Managed Print Services, a student accessible customer service desk allowing students to access services provided by Print Shop staff
- Implement Managed Print Services including Print Care integration
- Provided community access to student kiosk print stations
- Fully implement a customer service counter in the Print Shop that may be utilized by students, faculty, staff, and community members with a robust online presence and updated Print Services online site
- Continue implementation of a formal Managed Print Services program to include budgeting of print materials by department
- Reduce overall cost of printer and copying services by fully implementing a Managed Print Services program
- Automate all billing functions of the Print Shop services to ensure accuracy, accountability, and efficiency

PERFORMING ARTS CENTER

- Update administrative procedures, as indicated in Auxiliary Services Near Horizon, which is critical as the structure for pricing, support, and staffing of these facilities requires flexibility as well as financial sustainability
- In collaboration with members of instruction, community, and students, develop a strategic master plan that outlines the phasing in of updated technology that supports all events held in facilities
- Implement leading-edge performance technologies for the Performing Arts Center, with priority as an instructional lab experience for students
- Commence implementation of the Performing Arts Center technology upgrade



Facilities and Operations Services

VVC's Facilities and Operations Services department strives for the following:

- ▲ Support the goals of Caring Campus by providing clean, safe, and well maintained facilities for instructional delivery.
- ▲ Complete all safety work orders within an 8-hour window and all work orders within 48 hours.
- ▲ Promote an astatically beautiful campus that enhances the learning environment.
- ▲ Support all educational programs in providing quality instruction.

Facilities and Operations Services Blueprint

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
• Provide clean, safe, and well maintained facilities for instructional delivery • Begin replacing aging infrastructure including: ○ Underground electrical distribution ○ Campus fiber backbone for main campus and distance education • Plan, design, and construct facilities that support distance education, smart classrooms, and office technologies that support the streamlining of education delivery and office functions • Establish, implement a cross-institutional team to begin re-imaging instructional activities and other activities that will take place in the Educational Events Center (to inform its planning and design)	• Provide clean, safe, and well maintained facilities for instructional delivery • Continue replacing aging infrastructure including: ○ Underground electrical distribution ○ Campus fiber backbone for main campus and distance education • Plan, design, and construct the new Stadium/Educational Events Center • Establish, implement cross-departmental teams to begin re-imaging instructional programs and other activities (especially considering "On the Horizon" trends of related program's plans contained herein) for the Engineering and Art building to inform its planning and design • Establish, implement cross-institutional teams to conduct a thorough environmental scan and to begin re-imaging instructional programs and other activities for the Westside Center (to inform its planning and design)	• Provide clean, safe, and well-maintained facilities for instructional delivery • Plan, design, and construct a new 33,000 ASF Engineering and Art building – a new laboratory building for drafting, electronics, C.I.S and digital arts (Note: this project is in the final planning stages and in line for state funding when available) • Plan and design the Westside Center– the first phase of a new west campus for VVC – located on the college-owned 160 acre Phelan property (Note: This project was identified in the recently completed 2015 Facility Master Plan Update. The property was purchased in the 1980's for this purpose. When complete, the Westside Center (Phase I) will become a separate campus following completion of a Needs Assessment and approval by the BOG)

Fiscal Services

Fiscal Services supports Victor Valley College by providing the following financial services:

- ▲ Budgeting
 - ▲ Accounting
-



- ▲ Accounts Receivables
- ▲ Purchasing
- ▲ Accounts Payables
- ▲ Student Account Services (through the Bursar's Office)

A key area of focus for Fiscal Services, in support of this plan, is streamlining Board Policies and Administrative Procedures related to Fiscal Services. Doing so will help the department more efficiently provide financial services to the entire college community. Additionally, streamlining these processes will allow faculty and staff more time to focus on serving students rather than on cumbersome administrative processes. Additionally, making processes simpler and more efficient will help students enroll and persist.

Fiscal Services Blueprint

NEAR HORIZON 1-2 YEARS

- Review and revise Board Policies and Administrative Procedures, placing priority on those that impact students, with the aim of streamlining processes and making them less cumbersome (e.g., purchasing)
- Establish a cross-institutional team (including students) to rename the Student Account Services/Bursar's Office to be more self-explanatory to students (e.g. student-centered) and conduct a communications campaign to raise awareness and replace any references to prior name(s)
- Expand on lessons learned during the COVID-19 pandemic to shift to paperless processes both internally and with the County's District Financial Services Office
- Utilize Chatbot(s) for student account-related questions
- Convert all paper forms to electronic including travel authorizations, employee expense reports, credit card authorization forms, fee petitions lost receipt memos, budget transfer requests, journal entry requests, etc. with priority placed on converting student-related forms
- Collaborate with Student Services to finalize Drop for Non-Payment and Hold policies with the aim of increasing student retention and persistence

MEDIUM HORIZON 3-4 YEARS

- Revise purchasing and travel policies per changes in revised Board Policies and Administrative Procedures in years 1-2
- Train the campus on new policies
- Utilize text messaging for student communications and payment collection

FURTHER HORIZON 5+ YEARS

- Implement an automated payables system, such as Concur, for travel, reimbursements (including student reimbursements), and vendor payments



Information Technology

VVC's Information Technology department has been working diligently to vastly improve and expand instructional- and student support-related technology services including the implementation of the following:

- ▲ 24/7 Online Chatbot Services for IT, ACCESS, Counseling, Financial Aid, and Admissions and Records with videos
- ▲ Colleague Student Self-Service
- ▲ Classlink MyVVC Launchpad that provides Single Sign On applications and Self-Service Password Reset
- ▲ Wifi Self-Service including VVC-Guest network for all users, VVC-Student for students and VVC-Staff for staff and faculty
- ▲ Labster's Virtual Lab for STEM courses on Canvas
- ▲ Amazon Web Services AppStream Application Streaming Services for Photography, Construction Technology, and 3D-Animation

Information Technology Blueprint



NEAR HORIZON 1-2 YEARS

- Complete, student-centric website redesign project to support mobile-first and student-first initiatives
- Implement Virtual Digital Maps for campus navigation
- Enter the testing phase for Live Chat
- Migrate all Webadvisor services to Colleague Student Self-Service
- Provide IT infrastructure to support implementation of Hyflex Smart Classrooms
- Implement Consolidated Student Self-Service including:
 - Student Registration
 - Class Schedule
 - Course Catalog
 - Registration Status
 - Plan Ahead
 - Action Item Processing
- Implement Self Service Printer Kiosk
- Expand Wifi connectivity

MEDIUM HORIZON 3-4 YEARS

- Design and implement a Student Life platform with features such as highlights of student communities, extra-curricular activities, and discounts in the local area
- Implement Auto Attendance Tracking solution
- Implement Wellness and Digital Therapeutic APPS
- Provide IT infrastructure to support expansion of Hyflex Smart Classrooms
- Expand Wifi connectivity

FURTHER HORIZON 5+ YEARS

- Establish mutually beneficial partnerships with businesses that also supports the co-creation of IT solutions and services
- Implement location-based systems to find lost textbooks and other personal items; using a digital device to pay for meals at a self-service cafeteria; or finding the time, location, and cost of various student activities
- Install networked video cameras, digitalized LED lighting systems, digital identification card readers, geofencing, and other technologies that are being employed on many academic campuses
- Expand Wifi connectivity

Payroll

Payroll's organizational processes play a critical role in the college's ability to serve the greatest number of students efficiently and effectively. By implementing updated technology and processes, staff and faculty can optimize their attention to student teaching and services when administrative tasks are streamlined and unnecessary paperwork is eliminated. Redesigning key processes and procedures is a necessary step in helping VVC, and the Payroll department,



strengthen organizational efficiency and institutional effectiveness. Additionally, to facilitate consistent execution of existing processes there is a need to improve processes and the documentation of procedures. In summary, by automating processes and implementing self-service capabilities everyone one at VVC can focus on the college's core mission of helping students succeed through more personalized attention.

Payroll Blueprint

NEAR HORIZON 1-2 YEARS

- Implement automated processes, which will result in reducing confusion and inconsistency with how employees are reporting data to the Payroll department including:
 - Establishing workflows for all paper forms administered in Payroll
 - Automating payroll self-reporting, for example absence reporting (employee's report their absences on an online system)
 - Securing sensitive information by providing secure portal for employees to upload payroll documents and related items containing private information
 - Establishing electronic timesheets for faculty thus ensuring accurate and timely reporting
 - Implementing mobile-enabled payroll transactions

MEDIUM HORIZON 3-4 YEARS

- Implement self-service capabilities, such as:
 - Providing employees with the ability to update information on a secure site, which is integrated with the HRIS system (e.g., tax withholding changes, retirement elections, banking information, etc.)

FURTHER HORIZON 5+ YEARS

- Sustain and scale automated process and self-service capabilities

Police

VVC's Police department has identified three, strategic milestones for ensuring highest levels of safety at all VVC locations.

- ▲ Milestone I: Reimaging the police department
- ▲ Milestone II: Establish a Student, Staff, and Faculty Discussion Group
- ▲ Milestone III: Collaborate with the Information Technology department to implement an external camera system

The following is a blueprint related to these milestones.



Police Blueprint

NEAR HORIZON 1-2 YEARS

- Implement Milestone I strategies:
 - Assess the police department's current operations
 - Develop strategies for improvement/delivery of service based on department assessment
 - Retrain department personnel to address the assessment's findings
- Implement Milestone II strategies:
 - Establish the purpose and charge of the Student, Staff, and Faculty Discussion Group
 - Develop selection criteria for group members
 - Establish, implement meeting schedule
- Maintain and continue the department's community engagement efforts such as the campus community forums, coffee with the cops events and the use of the RAVE and emergency mass notification systems to communicate public safety information

MEDIUM HORIZON 3-4 YEARS

- Implement Milestone III strategies:
 - Conduct an assessment and analysis for determining the needs for external cameras on campus to improve public safety
 - Develop a liaison with the Information Technology department to select most feasible cameras
 - Establish criteria for determining the funding source for the project

FURTHER HORIZON 5+ YEARS

- Based on assessment findings of the police department's operations (Milestone I), identify long range projects and tasks needed to address the improvement of the police operation

HUMAN RESOURCES

The human resource function is increasingly critical to colleges' institutional missions and this is no exception at VVC. Human resource strategies need to align with VVC's goals to assure employees are aware the college's priorities and support the work needed to achieve VVC's vision, mission, values, and goals.

College human resource departments are now implementing new approaches and features that make a connection to the institution's larger strategic objectives, such as those included in this educational master plan. They are also making existing, new, and prospective employees feel more connected to the institution. For example, recognition and awards the college has received are being touted in job advertisements. Job descriptions are becoming more informal or conversational and employee testimonials are featured on colleges' webpages.

Human resources now must use every method possible to advertise positions (including social media and online ad technology), make landing pages where jobs are listed attractive and engaging with links to information about the best features of the college, and make the application process easy. Employee referrals are being utilized as an effective and efficient method of hiring along with the use of professional marketing networks such as LinkedIn. Additionally, cross-functional training is being conducted to help find employees who stand out as internal candidates.

In addition to changing recruiting practices to attract and find candidates, colleges are also developing better ways to retain them – from changing evaluation procedures to offering flex work schedules which also adds the benefit of expanding hours for some support services. Alternative, flexible work arrangements will be necessary for accommodating nontraditional students' schedules and as the increased demand for learning and services, 24/7—grows. This work extends



beyond the current remote working arrangements that have been put in place to respond to the pandemic. Correspondingly, there will be a continued need for VVC to leverage its facilities and technology more effectively for its employees in and out of their jobs; particularly to support efforts to support telecommuting and flexible work schedules.

Given the rapid pace of change that colleges face and the need to be incredibly nimble and flexible to remain relevant and responsive, human resources departments are responding in tandem. For example, more competency-based hiring, professional development, and evaluation processes are being employed recognizing employee skill-sets will need to continuously evolve. Gig work arrangements are being expanded to provide just-in-time human resources but mostly to support individuals who prefer more flexible and/or project-based working arrangements. Additionally, new occupation/position classifications, the emergence of hybrid jobs (that mix/combine responsibilities and skills), and new organizational structures will likely be necessary.

To support the evolving human resources function described above (and below), an extensive data and technology infrastructure is essential.

Having a diverse team is also a top human resources imperative. In this context diversity is more than simply employee demographics, it is about having an inclusive and equitable college culture.

Lastly, human resources is focusing on creating opportunities for college employees to make a meaningful impact, realize both their personal and professional goals, build strong relationships, be recognized for work they do, and enjoy the unique value they contribute to the college mission. This is directly aligned with VVC's Caring Campus efforts which should begin being reflected in VVC job descriptions, interview processes, and other hiring procedures.

Human Resources Blueprint

The following is a Human Resources blueprint for addressing the trends above and the strategies, activities, and practices included elsewhere in this plan.

NEAR HORIZON 1-2 YEARS	MEDIUM HORIZON 3-4 YEARS	FURTHER HORIZON 5+ YEARS
RECRUITMENT		
• Develop data infrastructure for collecting, analyzing, and disseminating applicant and workforce demographic data • Initiate the dissemination of demographic data on past applicant pools and current VVC employees to selection/hiring committees to foster data-driven discussion on equity, inclusion, and diversity • Identify significantly underrepresented groups to inform recruitment efforts • Expand recruitment efforts to include online referrals through social media sites • Establish specialized recruiting strategies for high school/CCAP partnerships, online, and distance education instructors	• Refine data infrastructure (developed in years 1-2) for collecting, analyzing, and disseminating applicant and workforce demographic data • Refine the dissemination of demographic data on past applicant pools and current VVC employees to selection/hiring committees to foster data-driven discussion on equity, inclusion, and diversity • Refine practices for identifying significantly underrepresented groups to inform recruitment efforts • Refine specialized recruiting strategies for high school/CCAP partnerships, online, and distance education instructors	• Evaluate data infrastructure and make necessary adjustments and improvements • Evaluate the practice of disseminating demographic data on past applicant pools and current VVC employees to selection/hiring committees to foster data-driven discussion on equity, inclusion, and diversity; make necessary changes/improvements • Evaluate practices for identifying significantly underrepresented groups to inform recruitment efforts; make necessary improvements • Evaluate specialized recruiting strategies for high school/CCAP



**NEAR HORIZON
1-2 YEARS**

- Establish onboarding materials to include information on Caring Campus and Guided Pathways

**MEDIUM HORIZON
3-4 YEARS**

- Refine onboarding materials that include information on Caring Campus and Guided Pathways

**FURTHER HORIZON
5+ YEARS**

- partnerships, online, and distance education instructors; make necessary adjustments
- Evaluate onboarding materials that include information on Caring Campus and Guided Pathways, make necessary adjustments
- Incorporate Caring Campus language in all job announcements and job descriptions
- Incorporate student demographic data in all job announcements

PROFESSIONAL DEVELOPMENT

- | | | |
|---|---|--|
| <ul style="list-style-type: none">• Engage labor groups in the development and implementation of FLEX calendar for faculty and staff• Negotiate with labor groups to incorporate Caring Campus competency into staff and faculty evaluations• Collaborate with Student Services and Instruction to develop personal development/job readiness/skills course for students hired as student employees | <ul style="list-style-type: none">• Collaborate with labor groups in the continued development and implementation of FLEX calendar for faculty and staff• Collaborate with Student Services and Instruction to scale and sustain development/job readiness/skills course for students hired as student employees | <ul style="list-style-type: none">• Institutionalize college-sponsored professional development calendar for all faculty and staff in support of Caring Campus, Guided Pathways, and Pursuit of Excellence |
|---|---|--|

WORKFORCE DEVELOPMENT

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Establish classification plan that reflects broader class concepts that would more easily allow for cross training opportunities amongst staff• Expand professional expert and other short term employee classifications to accommodate growing trend of flexible work arrangements• Negotiate flexible work schedules with labor groups• Reimagine student worker experiences and assignments within the college to include enhanced role in the areas of outreach, marketing, and branding, etc. | <ul style="list-style-type: none">• Refine faculty and staff support roles and positions in distance and digital learning environment• Refine negotiated faculty and staff support roles and positions in distance and digital learning environment• Refine classification plan that reflects broader class concepts that would more easily allow for cross training opportunities amongst staff• Refine professional expert and other short term employee classifications to accommodate growing trend of flexible work arrangements• Refine negotiated flexible work schedules with labor groups• Refine student worker experiences and assignments within the college to include enhanced role in the areas of outreach, marketing, and branding, etc. | <ul style="list-style-type: none">• Re-examine faculty and staff support roles and positions in distance and digital learning environment• Re-examine negotiated faculty and staff support roles and positions in distance and digital learning environment• Re-examine classification plan that reflects broader class concepts that would more easily allow for cross training opportunities amongst staff• Re-examine professional expert and other short term employee classifications to accommodate growing trend of flexible work arrangements• Re-examine negotiated flexible work schedules with labor groups• Re-examine student worker experiences and assignments within the college to include enhanced role in the areas of outreach, marketing, and branding, etc. |
|---|--|--|



STUDENT SERVICES

Environmental scanning results reveal demographic trends that will significantly change the make-up of the college student population, their needs, and the service modalities they desire. An aging population will be seeking higher education and expanding the numbers of non-traditional students who want more flexible services at times that are convenient to working adults. Younger students, namely Generation Z students, are seeking more quality, personalized, and technology-mediated services. It will become increasingly important to adapt to serve the diverse needs of these expanding populations.

Greater emphasis must be placed on delivering quality and exceptional student services. The way VVC makes students feel is becoming increasingly important to appeal to a new generation of students that place high value on experiences. Quality services are also important for competing with online and alternative delivery providers that are growing but cannot provide the same in-person experiences. The continuum of service quality ranges from timeliness and accuracy (which is essential) to personalized services utilizing state-of-the-art technologies.

The expansion in both numbers and types of distance and digital learning programs will require a full-range of student services to be offered online, digitally, and via mobile applications. Ensuring these services accommodate students with disabilities will be necessary, as will attention to the language needs of ESL and bi-lingual students.

New technologies and approaches are improving opportunities to scale student services and engagement. Technology-mediated solutions can be utilized to simplify processes and free-up staff to offer more personalized services. Mobile phone technologies, for example, may be utilized for automated, student-self-service and are mechanisms for capturing student data. Systems that manage this data make predictive analytics possible and enable the redesign of services to serve unique student segments. Student self-service tools, underpinned by “choice architectures”, are managing how options and recommendations are personalized and presented to students.

Video interfaces with explanatory videos can also be utilized to handle routine questions or explain processes. The aim is for students to be able to handle routine matters via automated systems leaving face-to-face interactions for non-routine matters or more personalized attention.

VVC will soon be serving five to six generations of students including a much older population, likely beginning in 2024-2025. Anticipating services and other matters older students will need and desire should begin shortly. Posing questions such as “how will services need to adapt to an older population”, are a good place to begin.

The rise of consumerism, as technology and access to information is greatly increasing the sophistication of students as consumers, is making accountability and transparency more important. This is especially true of Generation Z students. Providing transparent, “consumable” information that appeals to students as sophisticated consumers will be necessary. Information ranging from content on the college website, the status of in-process student activities (e.g., financial aid processing), and data on efficiency and effectiveness of services and programs is imperative and just the beginning.

Because students will also be demanding more personalized and customized services and experiences, human-centric design and innovation capabilities will need to be developed and employed—beginning with engaging students in creating and re-designing services. This will require a design mindset and skills. It will also require employing data- and outcomes-driven management and accountability. Student Services is already moving in this direction with its Student Voices project. Through this project, a “solution summit” process has been effectively used to ensure student consideration and input on important issues, with the goal of training Rambassadors and student leaders to facilitate the process.



The trends and changes above, and implementing solutions to address them, will require streamlining, simplifying, and changing policies, procedures, and processes. All with an eye on efficiency and service excellence. Collaboration with faculty and staff throughout VVC, other colleges, and other strategic partners will be essential in doing so.

Importantly, Student Services is committed to the pursuit of excellence in achieving the strategies, activities, and practices necessary to support college-wide Guided Pathways, Caring Campus, in addition to its own areas of focus.

Student Services Blueprint

The following is a Student Services blueprint for addressing the trends above and strategies, activities, and practices included elsewhere in this plan.

NEAR HORIZON 1-2 YEARS

MEDIUM HORIZON 3-4 YEARS

FURTHER HORIZON 5+ YEARS

SUPPORTING STUDENT SUCCESS

Retention, Persistence, Completion, and Post-completion Success

- | | | |
|--|--|--|
| <ul style="list-style-type: none">• Integrate student supports (planning and advising, career services, financial aid and literacy, student life, counseling, wellness, teaching, and support services) to serve the whole student• Utilize full capacity of EAB Navigate as a student tool for journey mapping to increase student preparedness, identifying potential issues and developing/implementing retention strategies• Pilot integrated early and other alert systems/processes to monitor and intervene when students get off-track• Utilize data infrastructure to analyze and identify issues for enrollment, retention, and persistence (including by program and student cohort) and develop strategies for providing student supports• Implement targeted student engagement and communication strategies for increasing retention and persistence | <ul style="list-style-type: none">• Regularly assess and improve support services and programs using 6 factors of student engagement• Implement strategies and activities whereby EAB Navigate is used by most new students who also highly rate the tool's ease of use and quality of assistance• Fully implement early alert and other alert strategies with documentation that interventions are successful, likewise early alert implementation and strategies continue to be developed and enhanced to increase student success• Regularly review and analyze data to support planning, decision making, and resource allocation | <ul style="list-style-type: none">• Achieve high ratings of student support services and programs for their ease of access and quality of service• EAB Navigate is used by nearly all new students who also highly rate the tool's ease of use and quality of assistance• Analyze early alert impact on student retention and persistence, continue to develop and enhance early alert implementation and strategies to increase rates |
|--|--|--|

Strategic and Efficient Enrollment Growth

- | | | |
|---|--|--|
| <ul style="list-style-type: none">• Develop a comprehensive Student Communication Plan and Enrollment Communication Plan• Integrate K-12 and VVC career exploration processes with informed meta major and education planning (e.g., "Guided Choices" decision making)• Create First Year Experience (FYE) that provides a strong start and preparation for successful learning | <ul style="list-style-type: none">• The Student Communication Plan and Enrollment Communication Plan is regularly reviewed with student feedback to enhance social media, website, outreach/in-reach materials, etc.• Fully integrate career exploration in FYE and education planning• Using student and faculty feedback, continually review and update FYE to | <ul style="list-style-type: none">• Annual Career Fairs are regularly scheduled throughout the year• Assess the retention, persistence, and completion rates of students who fully participated in FYE; make necessary adjustments to improve rates• Student Communication Plan and Enrollment Communication Plan stays current, effective, and relevant |
|---|--|--|



NEAR HORIZON
1-2 YEARS

- Establish ongoing strategic communications plans for new and returning student enrollment – including outreach and marketing (including VVC Caring Campus WOW strategies)
- Collaborate with students to identify communication strategies, messaging, and methods – particularly input necessary to determine what works for different student populations – to create a Student Handbook

MEDIUM HORIZON
3-4 YEARS

- become highly responsive and effective
- Student Communication Plan is regularly reviewed, with student input, to ensure it remains effective and relevant
- Student Handbook is reviewed regularly to ensure it is easily accessible, used by most students, and effective in providing “just-in-time” information

FURTHER HORIZON
5+ YEARS

- Student Handbook wins award for “Effective Student-Centric Information piece”

Distance and Digital Learning Expansion and Enhancements

- Redesign processes necessary to reduce barriers to distance education (DE) student enrollment and provide DE support services that increase retention, persistence, and success
- Redesign processes necessary to reduce barriers and provide DE support services that increase completion, transfer, success, and transition to employment
- Regular reviews with online students and faculty are conducted to ensure the DE process and services provides access and support to all students to increase completion and post-completion success
- Evaluate DE prior years redesign of processes and implementation of DE support services; make necessary adjustments
- Use evaluation, above, to demonstrate processes, services, and resources support access, readiness, and engagement for all learner populations across all distance and digital learning environments

Noncredit, Other Expanded Learning Options Development

- Re-engineer/develop new processes for noncredit enrollment, matriculation to credit, and credit for prior learning, including student communication and support processes
- Conduct ongoing discussion and review of current practices providing input that enhances the non-credit to credit processes and ensures students are able to access and use these options
- VVC offers a full selection of student support services in a variety of modalities that student’s access and navigate with ease