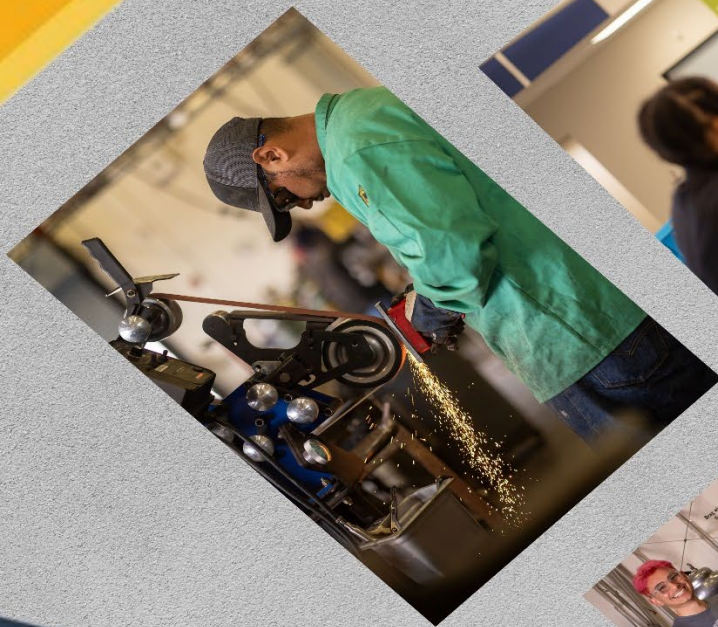


VICTOR VALLEY COLLEGE



STRATEGIC ENROLLMENT MANAGEMENT *Plan*



Updated June 2025





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Introduction

Victor Valley College’s Strategic Enrollment Management (SEM) Plan represents a critical and forward-looking initiative designed to align the institution’s enrollment strategies with its mission, vision, and commitment to student success. Building upon the foundational work established in the 2021 SEM Plan, this updated plan expands and enhances previous efforts, integrating emerging best practices and institutional insights. It reflects a shared vision for sustainable growth, inclusive access, and equitable student outcomes.

Developed through the lens of participatory governance, this plan was shaped by robust consultation and collaboration across the college community. The Strategic Enrollment Management Committee, representing a cross-section of departments, employee classifications, and students, worked diligently to ensure that the voices of all stakeholders were not only heard but embedded in the framework of this plan. The process underscored the college’s dedication to shared decision-making, transparency, and student-centered planning.

In alignment with the California Community Colleges Chancellor’s Office (CCCCO) guidance, Strategic Enrollment Management (SEM) is a coordinated approach that strategically aligns our strategic focus areas to enhance enrollment, equity, and student completion. The strategic focus areas are as follows:

- Marketing and Communications
- Recruitment and Outreach
- Admissions and Onboarding
- Retention and Persistence
- Success and Completion
- Access and Equity



- Affordability and Financial Support
- Course and Program Pathways
- Policy, Technology, and Facilities Infrastructures
- Community, Business, and Educational Partnerships

SEM is not just about increasing enrollment; it is about supporting students through all four stages of their educational journey: connection, entry, progress, and completion. These stages represent the core elements of the Loss Momentum Framework (LMF), a conceptual model developed by the Research and Planning (RP) Group for California Community Colleges, and serve as the foundation for the structure of this SEM Plan. The LMF emphasizes the importance of identifying and addressing the critical points where students are most likely to lose momentum. By doing so, colleges can implement targeted strategies designed to improve persistence, retention, and completion outcomes.

At its core, this plan focuses on intentional planning and integration, bridging instruction, student services, and institutional operations. It addresses key areas including student recruitment, retention, persistence, completion, and post-graduation outcomes. Recognizing that enrollment management is everyone's responsibility, the committee engaged with internal and external partners to promote a culture of continuous improvement.

Purpose

The purpose of the VVC Strategic Enrollment Management Plan is to provide strategies for guiding efficiency, quality, access, inclusiveness, and certificate and degree completion, beginning with students' connection with and entry into the college and continuing as they progress through and ultimately complete a program of study. This is a living document, designed to evolve through the SEM committee as new data and insights become available to ensure continued relevance and effectiveness.

Victor Valley College extends our sincere appreciation to the Strategic Enrollment Management Committee members, whose leadership, insight, and commitment were instrumental in the development of this plan and in fostering meaningful stakeholder engagement:

Name	Title / Role
McKenzie Tarango	Associate Vice President of Instruction, Co-Chair
Harry Bennett	Academic Senate President, Co-Chair
Jane Montgomery	Faculty Representative
Cristhal Pinto	Information Specialist, CSEA Representative
Amerie Fortune	ASB Senator, ASB Representative



Name	Title / Role
Michael Edwards	Director of Student Services, Management
Virginia Moran	Executive Dean, Institutional Effectiveness & Research
Edward Alvarez	Dean of Student Services, VP of Student Services (Designee)
Henry Young	Dean of BLAR
Kelley Cahow	Dean of HASS
Amy Azul	Dean of STEM
Richard Radcliffe	Dean of PSIT
Frank Foster	Department Chair – Art (HASS)
Troy Kuhns	Department Chair – Welding (PSIT)
Jarom Viehweg	Department Chair – Math (STEM)
Regina Pierce-Brown	Department Chair – Business & Law (BLAR)

Their collective expertise and guidance ensured that the Strategic Enrollment Management Plan reflects Victor Valley College's institutional priorities and our shared commitment to serving our diverse student population with excellence, equity, and integrity.

Guiding Institutional Commitments

Strategic Enrollment Management (SEM) at Victor Valley College is deeply rooted in the college's commitment to student success, equity, and continuous improvement. As we align our enrollment strategies with the broader goals of the institution, it is essential to begin with a clear understanding of who we are, what we stand for, and where we are headed.

Our mission, vision, values, and institutional goals provide the foundation upon which this SEM Plan is built. These guiding principles not only reflect the identity and aspirations of Victor Valley College but also inform every decision we make in planning, managing, and supporting the student journey, from connection through completion.

By grounding this plan in the college's core commitments, we ensure that our enrollment strategies are data-informed, equity-centered, and aligned with the district's long-term vision for institutional excellence and community impact.

The following statements outline Victor Valley College's mission, vision, values, and strategic goals. These serve as the compass for our SEM framework.



Mission Statement

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.

Vision Statement

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.

Values

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

- ▽ Excellence – providing superior service and educational learning opportunities.
- ▽ Integrity – guiding the college's actions with an internally consistent framework of principles.
- ▽ Accessibility – facilitating access to the college's programs from other locations.
- ▽ Diversity – valuing inclusion and different points of view and contributions of all groups.
- ▽ Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal.
- ▽ Innovation- providing creative approaches to learning, problem solving, and growth.

District Goals

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.

Alignment with Vision 2030

This Strategic Enrollment Management (SEM) Plan is intentionally aligned with Vision 2030, the California Community Colleges Chancellor's Office (CCCCO) long-term strategic roadmap that charts a bold path toward institutional transformation, student success, and statewide impact. Vision 2030 outlines systemwide commitments to equity, innovation, workforce alignment, and responsive education that meets the needs of California's evolving communities and economy. Victor Valley College's SEM Plan supports these priorities by establishing enrollment strategies that are data-informed, equity-driven, and student-centered. It operationalizes key components of Vision 2030 by focusing on guided pathways, access expansion, retention and completion initiatives, and building bridges between the college and the broader economic and educational ecosystem. In doing so, this plan functions not only as a strategic action guide for enrollment but also as a vehicle for advancing the broader goals of Vision 2030 at the local level.

To ensure that SEM efforts support statewide priorities, Victor Valley College has integrated the Vision 2030 Outcomes into the SEM planning and evaluation process. Vision 2030 is the CCCCCO's long-term strategic roadmap to improve student access, completion, and equity. The plan includes six core outcomes that reflect student success across the educational pipeline:

1. Completion – Increase, with equity, the number of students who complete a certificate, degree, or transfer.
2. Baccalaureate Attainment – Increase, with equity, the number of students who ultimately earn a bachelor's degree.
3. Workforce Outcomes – Increase, with equity, the number of students who earn a living wage after leaving the community college system.
4. Student Participation – Increase, with equity, the number of students attending community college, particularly from underserved populations.



5. Maximizing Financial Aid – Increase, with equity, the number of students receiving all eligible state and federal financial aid.
6. Reduce Units to Completion – Decrease, with equity, the number of excess units students complete on the path to earning an Associate Degree for Transfer (ADT).

To support colleges in measuring progress toward these outcomes, the Chancellor's Office developed Vision 2030 protometrics, a set of preliminary systemwide metrics used to establish a common baseline and track movement over time. These protometrics allow colleges to assess their alignment with Vision 2030 goals, evaluate institutional performance, and identify areas for targeted intervention. While still evolving, protometrics serve as an important diagnostic tool for guiding SEM planning and measuring the effectiveness of strategic actions at the local level.

By embedding these outcomes and protometrics into its SEM process, Victor Valley College ensures that enrollment management is not only locally responsive but also aligned with systemwide goals for student achievement, equity, and workforce relevance. This strategic integration allows the college to demonstrate impact, close equity gaps, and support transformational change across all phases of the student journey.

Appendix A contains Victor Valley College's baseline data provided by the California Community Colleges Chancellor's Office (CCCCO) in alignment with the Vision 2030 outcomes and protometrics. This data offers a snapshot of the college's current performance in key areas such as completion, baccalaureate attainment, workforce outcomes, financial aid access, and unit accumulation.

These metrics serve as a foundation for evaluating the effectiveness of our Strategic Enrollment Management (SEM) strategies and identifying opportunities for growth and improvement. By using standardized statewide data directly from the CCCCCO, Victor Valley College ensures its SEM planning is evidence-based, equity-informed, and fully aligned with systemwide goals.

Appendix A provides critical context for tracking progress over time, supporting accountability, and guiding decision-making as the college implements and refines its strategic action guides.

To learn more about Vision 2030, you can view the full document on the Victor Valley College website: [Vision 2030 Strategic Plan](#)

Grounding SEM in Excellence, Equity, and Caring Campus

The development of Victor Valley College's Strategic Enrollment Management Plan is grounded in the college's institutional identity and pursuit of continuous improvement through the lens of



SOAR: Strengths, Opportunities, Aspirations, and Results. This reflective and strategic framework allows the college to assess its current landscape, identify areas for growth, articulate bold goals, and define clear outcomes that are measurable and impactful. Through SOAR, the SEM planning process centers what the college does well, what it seeks to improve, and how it can best serve an increasingly diverse and dynamic student population.

This plan also reflects Victor Valley College's aspiration toward institutional excellence, aligned with high-performing models recognized by national organizations, such as the Aspen Institute. These models emphasize strong leadership, equitable outcomes, clear pathways to completion, and robust student support systems. VVC's SEM approach mirrors these standards by integrating data-driven planning, fostering innovation, and creating a culture of high expectations and accountability.

At the heart of this plan is the college's equity imperative, a commitment to closing equity gaps, removing barriers, and designing systems that support the success of all students, particularly those historically underserved. Equity is not treated as a standalone principle but as a throughline that shapes every decision, strategy, and goal outlined in this plan.

In support of this equity-minded approach, the SEM Plan also integrates principles and practices from the Caring Campus initiative, which emphasizes the importance of cultivating welcoming, supportive, and inclusive environments across all areas of the institution. By embedding behavioral commitments and engagement strategies that foster meaningful connections between students and staff, Caring Campus contributes to improved student belonging, motivation, and persistence—particularly during critical transition points in the enrollment journey.

Continuous Improvement and Future Alignment

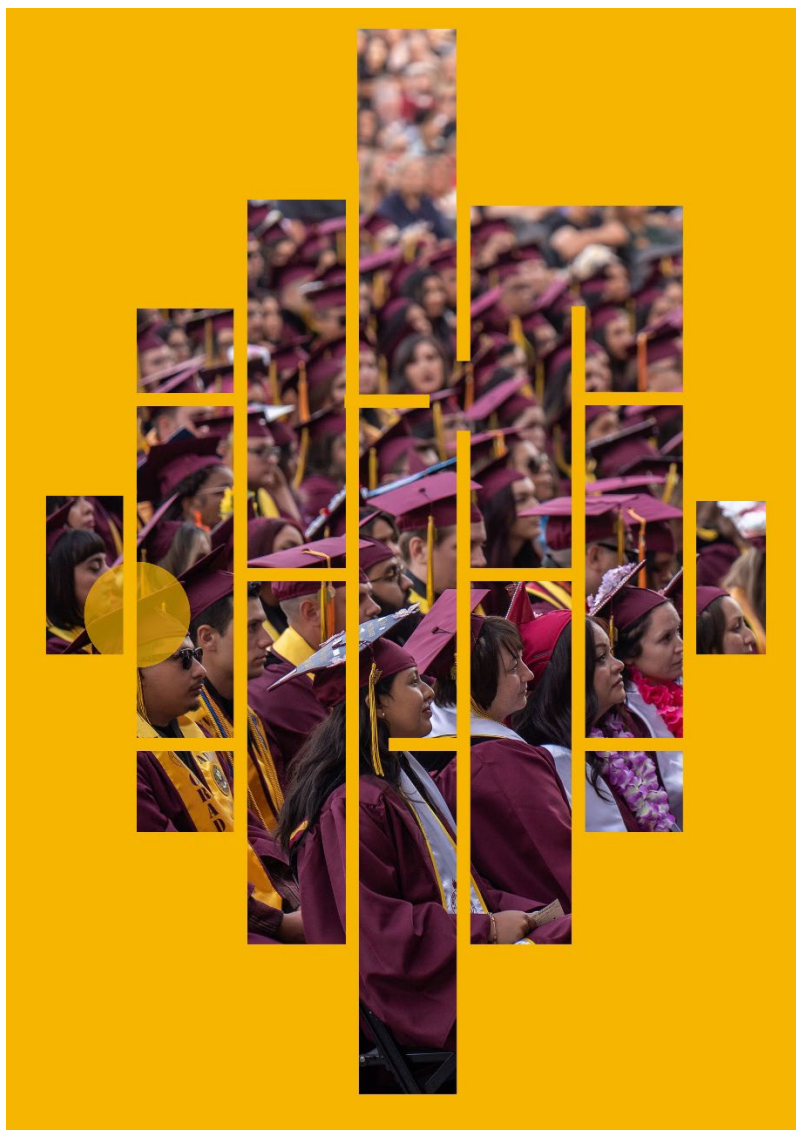
As Victor Valley College continues to grow and respond to institutional and statewide priorities, it is important to recognize the evolving context in which this Strategic Enrollment Management (SEM) Plan exists. The college's Educational Master Plan (EMP) from 2020 has now concluded, and the district will begin the process of developing a new EMP during the 2025–2026 academic year. As a result, this SEM Plan will require updates to reflect the district's possible revised mission, vision, values, and/or strategic goals once they are formally adopted.

In addition, the Chancellor's Office recently launched Vision 2030, outlining bold systemwide outcomes and metrics focused on equity, completion, workforce alignment, and student-centered transformation. As more guidance and resources related to Vision 2030 become available, SEM strategies and activities may need to be refined to ensure full alignment with state-level objectives and expectations.



Although this SEM Plan begins the alignment with the 10 Strategic Enrollment Management Focus Areas identified by the California Community Colleges Chancellor's Office, further work is needed to more fully integrate strategies and activities under the *Policy, Technology, and Facilities Infrastructure*; and the *Community, Business, and Educational Partnerships* focus area. These components are critical to sustaining the systems and structures that support enrollment, retention, and completion.

This document is intended to be a living plan, undergoing continuous review and improvement. As Victor Valley College implements the strategies outlined, ongoing assessment and stakeholder feedback will guide the continuous quality improvement (CQI) process, ensuring the SEM Plan remains responsive, relevant, and actionable in the years ahead.





SEM Plan Overview: Structure and Navigation

4 Stages Overview

The Strategic Enrollment Management (SEM) Plan is organized into four interconnected chapters, each aligned with one of the stages of the Loss/Momentum Framework: Connection, Entry, Progress, and Completion. These stages provide the structural foundation for the plan, allowing Victor Valley College to implement focused, student-centered strategies that address key transition points and support success throughout the student lifecycle.

In addition to the Loss/Momentum Framework, the college incorporates the California Community Colleges Chancellor's Office (CCCCO) 10 Strategic Enrollment Management Focus Areas when organizing strategies and activities within each chapter. These focus areas ensure that institutional efforts are comprehensive, coordinated, and aligned with systemwide priorities.

Within each chapter, the plan presents a series of Connection Strategic Action Guides, formerly referred to as "road maps," which outline key strategies and related activities. These guides are grouped by relevant focus areas and serve as a practical tool for planning, implementation, and accountability. The term "Connection Strategic Action Guide" is recommended over "road map" to better reflect the dynamic and actionable nature of these components.

The plan is also designed to support the goals outlined in the California Community Colleges Chancellor's Office Vision 2030, which emphasizes equitable access, student success, and workforce alignment. Every element of the SEM Plan is informed by an equity-minded lens, ensuring that strategies are intentionally designed to remove barriers, close equity gaps, and meet the needs of disproportionately impacted student populations. **Denotes area to further develop*

Connection

This stage focuses on how prospective students first learn about Victor Valley College and explore their educational options. Strategies in this chapter center on building awareness, increasing visibility, and cultivating interest through community engagement and early outreach.

Strategic Focus Areas Include:

- Marketing and Communications
- Recruitment and Outreach

Entry

The Entry stage addresses the critical period when students transition from interest to enrollment. This includes application, onboarding, placement, and first-term engagement. The



goal is to ensure that students feel welcomed, informed, and supported as they begin their academic journey.

Strategic Focus Areas Include:

- Marketing and Communications
- Admissions and Onboarding
- Course and Program Pathways
- Access and Equity
- Affordability and Financial Support

Progress

Once students are enrolled, the Progress stage ensures they are moving purposefully through their programs. This chapter focuses on academic planning, persistence, and engagement, helping students maintain momentum and stay on track to reach their goals.

Strategic Focus Areas Include:

- Marketing and Communications
- Course and Program Pathways
- Retention and Persistence
- Access and Equity
- Policy, Technology, and Facilities Infrastructures *
- Academic and Student Support Services
- Technology and Learning Infrastructure*

Completion

The Completion stage is about helping students reach their end goals—whether that's earning a degree or certificate, transferring, or entering the workforce. This chapter includes strategies to streamline the final steps, remove completion barriers, and provide strong transition support.

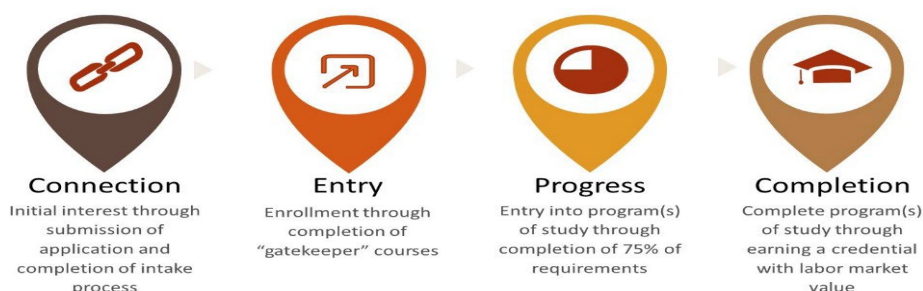
Strategic Focus Areas Include:

- Marketing and Communications
- Success and Completion
- Career and Transfer Services*
- Community, Business, and Educational Partnerships*
- Policy, Technology, and Facilities Infrastructures *

Loss/Momentum Framework

Designing Every Step of Student's Pathway to Completion

Figure 1: Loss/Momentum Framework





10 Strategic Enrollment Management Focus Areas

The California Community Colleges Chancellor's Office has identified 10 Strategic Enrollment Management Focus Areas that serve as a framework for colleges to design, align, and implement effective strategies that support access, equity, and student success. These focus areas guide the structure of this SEM Plan and are used to organize the key strategies and activities within each stage.

- Marketing and Communications
- Recruitment and Outreach
- Admissions and Onboarding
- Retention and Persistence
- Success and Completion
- Access and Equity
- Affordability and Financial Support
- Course and Program Pathways
- Policy, Technology, and Facilities Infrastructures
- Community, Business, and Educational Partnerships

Key Strategies and Activities

Each Connection Strategic Action Guide within the SEM Plan contains a focused set of key strategies and activities that operationalize the college's enrollment goals. Key strategies represent broad, goal-oriented approaches that align with the identified SEM stage and CCCC strategic focus areas. They reflect the college's intentional efforts to address specific enrollment challenges and opportunities.

Beneath each strategy are corresponding activities, which are the specific actions, initiatives, or interventions designed to carry out that strategy. These activities are actionable, measurable, and often assigned to responsible units or teams for implementation. Together, the strategies and activities create a clear Strategic Action Guide for advancing student success, ensuring accountability, and guiding continuous improvement.

The Connection Strategic Action Guides are not static; they are designed to be adaptive tools that support collaborative planning, allow for responsiveness to changing conditions, and maintain alignment with the college's mission, Vision 2030, and equity priorities.

Connection Strategic Action Guide

The Connection stage of the Loss/Momentum Framework encompasses the period before a student applies to the college. It is the stage where individuals become aware of Victor Valley College and begin exploring their educational options. This phase includes outreach, marketing, community engagement, and early communication efforts that influence a prospective student's decision to pursue higher education.

Victor Valley College's Strategic Enrollment Management strategies during the Connection stage focus on expanding access, building trust, and creating meaningful relationships with prospective students, families, K–12 partners, businesses, and community organizations. These early efforts are vital in shaping perceptions of college, clarifying pathways, and increasing the likelihood that students take the next step toward enrollment.

The Connection Stage Strategic Action Guide outlines targeted strategies and activities aligned with the CCCC's SEM focus areas, including Marketing and Communications, Recruitment and Outreach, and Community Partnerships. These strategies support Vision 2030 Outcomes such as Student Participation, Completion, and Workforce Outcomes by ensuring that outreach efforts are inclusive, intentional, and aligned with the needs of the region.





Connection Strategic Action Guide	DISTRICT GOALS		
	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
MARKETING AND COMMUNICATIONS			
Market and Audience Research <ul style="list-style-type: none"> Analyze local and regional demographic data to identify target populations for recruitment. Collaborate with workforce development partners to align programs with labor market needs. Conduct surveys and focus groups with students, employers, and community members to guide outreach strategy. 			
DEIA-Informed Marketing Practices <ul style="list-style-type: none"> Create multilingual outreach materials, especially in Spanish and other prevalent community languages. Use inclusive, culturally relevant imagery and messaging that reflect the diversity of VVC's student population. Design all materials to be accessible, following best practices for font size, contrast, and alt text. Feature narratives from students of color, adult learners, parents, and other historically underrepresented groups. 		X X X X	
Strategic Recruitment of Associate Degrees, ADTs, Bachelor Degrees, and Certificate Programs <ul style="list-style-type: none"> Promote the variety of academic pathways available at VVC through targeted digital campaigns and program-specific marketing. Utilize Program Mapper to develop simplified, visual program maps for each degree and certificate, showing clear steps to completion and career relevance. Highlight Associate Degree for Transfer pathways that guarantee CSU and or UC admission and outline potential bachelor's degree completion timelines. Showcase bachelor degree offerings with testimonials from current students and alumni to illustrate impact and outcomes. Emphasize short-term credit certificate programs that lead directly to job readiness and include wage outcome data in marketing materials. Develop cross-departmental campaigns that bundle degrees and certificates with available student support services and career guidance Promote the variety of academic pathways available at VVC through targeted digital campaigns and program-specific marketing. 		X X X X X X	



Connection Strategic Action Guide	DISTRICT GOALS		
	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
<p>readiness and include wage outcome data in marketing materials.</p> <ul style="list-style-type: none"> Develop cross-departmental campaigns that bundle degrees and certificates with available student support services and career guidance. 		X	
<p>Strategic Recruitment and Outreach for CTE and Adult Education</p> <ul style="list-style-type: none"> Execute recruitment and outreach campaigns using digital ads, social media, print materials, video content, and in-person presence. Distribute flyers and brochures at high schools, adult schools, libraries, workforce centers, and community events. Produce videos highlighting student experiences, faculty insights, and hands-on learning in CTE and Adult Ed programs. Host outreach tables and pop-up events with promotional giveaways and information tailored to program interests. 		X X X X	
<p>Promotion of 9+ CTE Unit Completion</p> <ul style="list-style-type: none"> Develop program maps that clearly illustrate paths to completing 9+ units in a single CTE discipline. Highlight employment and certification benefits of completing at least 9 CTE units. Share student success stories and career outcomes to motivate program completion. Offer faculty-led information sessions explaining the value and structure of CTE pathways. 		X X X X	
<p>Guided Pathways and Program Mapper Integration</p> <ul style="list-style-type: none"> Promote the use of Program Mapper through outreach materials, events, and advising sessions. Incorporate RAMPathways content into orientations, classroom visits, and counseling. Facilitate career exploration activities that help students connect interests to educational programs and transfer goals. 		X X X	
<p>Caring Campus Strategies in Outreach and Early Engagement</p> <ul style="list-style-type: none"> Train all outreach staff in Caring Campus behavioral commitments such as name usage, warm greetings, and proactive support. Send personalized follow-up communications to prospective students after events and inquiries. Launch welcome campaigns featuring authentic messages and videos from students, staff, and faculty. Track student interactions and maintain consistent engagement to foster a sense of connection and belonging. 		X X X X	X X



Connection Strategic Action Guide	DISTRICT GOALS		
	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
RECRUITMENT AND OUTREACH			
Ensure coordination of all outreach activities <ul style="list-style-type: none"> • Host exploration events for prospective students, families, and local businesses across the High Desert community to showcase academic programs, career pathways, and campus resources, while strengthening community partnerships and generating interest in enrollment. • Participate in high school college and career events. • Develop and systematically implement follow-up communication/activities with prospective students and businesses that participate in outreach activities. • Leverage the Inland Empire Desert Regional Consortium (IEDRC) Employer Engagement Manager in outreach activities with business and industry partners to strengthen relationships, promote CTE programs, and align offerings with regional workforce needs. • Increase department representation, participation at all outreach activities. • Streamline the process for CTE programs to participate in high school and community events by establishing clear procedures, opening consistent lines of communication, and identifying designated points of contact to coordinate outreach and representation. 		X 	
Engage in and expand partnerships with all Unified, Joint School Districts and Charter Schools <ul style="list-style-type: none"> • Inform students eligible for partnership programs, and their parents, about opportunities at VVC. • Provide relevant college and career dual enrollment courses so students may complete at least 12 units in a chosen program of study while still in K12. • Increase CCAP ISA offerings. • Provide onsite counselor at each high school with CCAP program. • Provide each local high school with a Bridge counselor. • Engage in early and continued college support and outreach activities. • Offer matriculation services (i.e., placement survey, orientation, counseling, abbreviated student education plan development) to high school seniors and information/services to parents. 	X	X 	
Strengthen Athletics as a Strategic Enrollment Driver <ul style="list-style-type: none"> • Leverage athletics programs to support enrollment growth by actively recruiting student-athletes, enhancing visibility through community and high school outreach, and aligning athletic scheduling with academic pathways to promote retention and degree completion. 		X	

Entry Strategic Action Guide

The Entry stage of the Loss/Momentum Framework begins when a prospective students decide to apply and continue through their first successful term. This phase is critical for setting a strong foundation as students transition from interest to active enrollment. During this stage, students complete essential onboarding steps such as application, orientation, placement, financial aid processing, advising, registration, and initial classroom engagement. These early experiences shape a student's confidence, sense of belonging, and ability to persist.

Victor Valley College's Strategic Enrollment Management efforts during the Entry stage focus on reducing barriers, clarifying pathways, and providing personalized support to ensure that all students start their academic journey with the information, tools, and connections needed to succeed.

The Entry Stage Strategic Action Guide outlines targeted strategies and activities aligned with the CCCC's SEM focus areas, including Admissions and Onboarding, Access and Equity, and Affordability and Financial Support. These efforts support Vision 2030 Outcomes such as Completion, Maximizing Financial Aid, and Student Participation by improving first-term experiences and ensuring students begin with a clear, equitable path forward.





Entry Strategic Action Guide	DISTRICT GOALS		
	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
MARKETING AND COMMUNICATIONS			
Enhanced CCCApply Questions and Follow-Up <ul style="list-style-type: none"> Customize Questions: Include prompts about childcare, transportation, food insecurity, etc. Automated Follow-Up: Based on responses, trigger emails or texts offering support (e.g., food pantry info, transportation vouchers). Dashboard Alerts: Equip engagement center staff with dashboards to monitor flagged needs. 	X X	X X	X
Financial Aid Awareness for 30+ Units <ul style="list-style-type: none"> “Max Your Aid” Campaign: Promote how students can increase aid by taking intersession/summer courses. Advising Scripts: Include financial aid planning as part of 15-to-Finish conversations. Workshops: Host sessions on how to leverage financial aid for accelerated completion. 		X X X	
15-Unit Enrollment Promotion <ul style="list-style-type: none"> “Finish Faster” Campaign: Launch a campaign with videos, infographics, and testimonials showing the benefits of full-time enrollment. Advising Integration: Train counselors and engagement center staff to promote 15-unit pathways during student appointments. Interactive Tools: Create planners or calculators for students to visualize graduation timelines based on unit loads. 		X X X	
Promotion of Support Services <ul style="list-style-type: none"> Targeted Digital Marketing: Utilize emails, social media ads, and LMS notifications tailored to student needs and demographics. Welcome Kits: Provide digital or physical materials summarizing available services. Pop-Up Events: Host awareness events in high-traffic areas (e.g., library, cafeteria) featuring tutoring and engagement center services. 	X X	X	
Pathway-Specific Orientations <ul style="list-style-type: none"> Engagement Center Hosting: Hold orientations in each center, facilitated by faculty and student leaders. Pathway Panels: Feature panels of successful students and alumni from the same pathway. Resource Scavenger Hunts: Use gamification to familiarize students with services and spaces. 	X X X		
Collaborative Student Engagement Strategy <ul style="list-style-type: none"> Cross-Team Planning Meetings: Schedule regular collaboration between engagement centers, financial aid, counseling, and instruction. Unified Messaging Calendar: Create a shared calendar for outreach campaigns aligned with key academic dates. Engagement Data Review: Use data to refine outreach and services based on usage and student feedback. 		X	X X X



Entry Strategic Action Guide	DISTRICT GOALS		
	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
Collaborative Student Engagement Strategy <ul style="list-style-type: none"> Cross-Team Planning Meetings: Schedule regular collaboration between engagement centers, financial aid, counseling, and instruction. Unified Messaging Calendar: Create a shared calendar for outreach campaigns aligned with key academic dates. Engagement Data Review: Use data to refine outreach and services based on usage and student feedback. 		X X X	 X
Math and English Enrollment and Completion Campaigns <ul style="list-style-type: none"> Targeted Messaging: Use student placement data to send personalized nudges encouraging enrollment in next-in-sequence courses. Course Sequencing Maps: Develop and share visual course sequence guides for math and English. Faculty Videos: Create short videos from math and English instructors explaining course relevance and success tips. Progress Milestones: Designate checkpoints (e.g., after completion of transfer-level English) and recognize students' progress. 	X X X X	 X X X	
Celebration of Course Sequence Completion <ul style="list-style-type: none"> Automated Congratulatory Emails: Send timely, personalized emails congratulating students on course completion. Certificates of Achievement: Mail or provide digital certificates recognizing milestones. Social Media Recognition: With permission, highlight student achievements on VVC's platforms. Next Step Nudges: Include clear calls to action for enrolling in the next course or connecting with a counselor. 	X X X X	 X X	
Caring Campus Integration <ul style="list-style-type: none"> Behavioral Commitments Training: Deliver sessions for faculty/staff on friendly greetings, name usage, and proactive outreach. Peer Mentoring: Match new students with peer mentors trained in Caring Campus principles. Welcome Weeks: Organize themed weeks with engagement booths, classroom visits, and "Ask Me" ambassadors. 	 X X	X	 X



Entry Strategic Action Guide	DISTRICT GOALS		
	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
ADMISSIONS AND ONBOARDING & ACCESS AND EQUITY & AFFORDABILITY AND FINANCIAL SUPPORT			
Transportation & Access <ul style="list-style-type: none"> Provide free bus passes linked to Student ID cards to support access to matriculation services. Collaborate with VVTA to create student-centered bus schedules. Implement targeted outreach to increase the number of students who secure their ID early in the enrollment process. Ensure students are fully informed of all benefits associated with obtaining a Student ID. 	X X X		
Student Portal & Digital Engagement <ul style="list-style-type: none"> Develop and implement a communication and onboarding strategy to educate students on the MyVVC student portal. Emphasize key features: free Office365, registration tools, financial aid status, and academic planning. Integrate portal training into orientation and first-year communications. 	X X X		
Matriculation Conversion & Onboarding <ul style="list-style-type: none"> Coordinate, implement, and improve a matriculation conversion plan guiding students from applicant to enrolled status. Use multi-phase communication, personalized messaging, and nudges. Leverage data to identify drop-off points and intervene effectively. 	X X	X X	 X
Welcome & Onboarding <ul style="list-style-type: none"> Utilize the One Stop Center to welcome and support students at the start of their journey. Promote the One Stop as a central hub for services and engagement across the broader community. 	X	X	
Orientation & Enrollment Events <ul style="list-style-type: none"> Enhance Rams Express Days for a single-day, comprehensive enrollment experience. <ul style="list-style-type: none"> Include orientation, placement survey, planning, and registration in these events. Develop a virtual version to broaden accessibility and measure effectiveness with data. 	X X	X	
Workshops & Early Engagement <ul style="list-style-type: none"> Expand in-person and virtual workshops for incoming students (New Student and Educational Planning workshops). Focus on improving participation, accessibility, and the quality of the student experience 	X		



Entry Strategic Action Guide	DISTRICT GOALS		
	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
Support for First-Gen and Disproportionately Impacted Students <ul style="list-style-type: none"> Implement culturally responsive outreach, peer mentoring, first-year programs, and early alert interventions. Offer personalized advising, financial aid, basic needs support, and inclusive engagement. Collaborate with equity-focused programs for holistic support from entry to completion. Regularly assess outcomes to close equity gaps and improve retention/success. 	X X	X X	 X
Noncredit to Credit Transition <ul style="list-style-type: none"> Create targeted support (workshops, counseling, resources) to help students move from noncredit to credit programs. Ensure students understand enrollment, academic expectations, and services. 	X X	X X	
Transcript Evaluation & Credit for Prior Learning <ul style="list-style-type: none"> Revamp the evaluation process for incoming transcripts. Integrate CPL opportunities for military, work, or nontraditional learning. Aim to reduce redundant coursework and accelerate degree completion 	X X X	X X X	
Foundational Programs <ul style="list-style-type: none"> Analyze retention/success data to close equity gaps and revise foundational strategies. Produce and promote “How to Succeed in College” and “Did you know?” videos with student voices. Expand foundational skills instruction through noncredit reading, writing, math, and ESL Scale proven innovations in basic skills, including GED preparation. 	 X	 X X	 X
Weekend/Evening College Exploration <ul style="list-style-type: none"> Explore Accelerated Weekend/Evening College or similar models for working adults. Conduct environmental scans on demand, scheduling, and modalities (e.g., HyFlex, Remote, Hybrid, Online, In-Person). Design to improve flexibility and time to completion. 	X X X	X X	
Zero/Low Textbook Cost & Open Resources <ul style="list-style-type: none"> Develop ZTC degrees and increase OER adoption. Increase adoption and promotion of OER, LTC, and ZTC options to enhance affordability and equitable access to learning materials. 	X X	X	
Short-Term Noncredit CTE Expansion <ul style="list-style-type: none"> Expand noncredit CTE programs for in-demand skills and certifications. Align with labor market needs and adult learner accessibility. Partner with industry, adult education consortia, and workforce boards. 	X	X X	 X

Entry Strategic Action Guide	DISTRICT GOALS		
	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
<p>Expand the Career Center</p> <ul style="list-style-type: none"> • Provide and inform all students with the opportunity, upon entry to the college, to engage in one-on one services to assist in career and major identification and exploration • Through the college website and career center, provide students with relevant and accurate labor market information to inform their major and career decisions • Invest in career tools, for student use, on the VVC website • Conduct specific and focused career days for each Ram Path/Career and Learning Pathway • Develop and implement specific strategies for supporting skills builders as they enter VVC to gain the skills needed to obtain wage gains in the workplace 	<p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p>	<p></p> <p></p> <p></p> <p></p> <p>X</p>	<p></p> <p></p> <p></p> <p></p> <p></p>



Progress Strategic Action Guide

The Progress stage of the Loss/Momentum Framework focuses on the time between a student's first term and the completion of AN academic goal. This is the longest and most critical phase of the student journey, where students must persist through coursework, manage competing responsibilities, and maintain academic momentum. Ensuring students remain engaged, supported, and on track during this phase is essential to improving retention and completion outcomes.

During the Progress stage, students declare majors, complete core and elective coursework, engage with faculty and advisors, and navigate academic challenges and life circumstances. This stage is also where students benefit most from clearly defined academic pathways, proactive support, and meaningful connections to the campus community and their long-term goals.

Victor Valley College's Strategic Enrollment Management efforts in this stage emphasize persistence, program alignment, academic planning, and continuous student engagement. These strategies aim to prevent momentum loss, address equity gaps in retention and performance, and ensure students make consistent progress toward their certificates, degrees, or transfer objectives.

The Progress Stage Strategic Action Guide outlines targeted strategies and activities aligned with the CCCCO's SEM focus areas, including Course and Program Pathways, Retention and Persistence, and Access and Equity. These actions are designed to help students stay on course, remove institutional barriers, and integrate academic and student support services. This stage directly supports multiple Vision 2030 outcomes, including Completion, Workforce Outcomes, and Reducing Units to Completion.

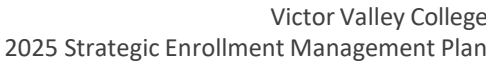


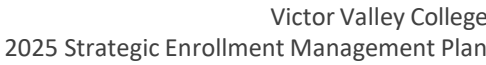


Progress Strategic Action Guide	DISTRICT GOALS		
	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
MARKETING AND COMMUNICATION			
Targeted Marketing & Communication to Support Student Success <ul style="list-style-type: none"> Align with Community College Completion goals via “15 to Finish” / “30 and There” campaigns Implement targeted marketing for instructional programs Develop and distribute brochures for academic programs and departments Promote counseling services and comprehensive Student Education Plans (SEPs) Boost SEP completion within first semester enrollment 	X	X	
Student Engagement & Communication Strategies <ul style="list-style-type: none"> Enhance “nudging” at key moments via emails, texts, and phone banks Re-engage “stop-out” students through targeted communication efforts Equip faculty with tools to serve as enrollment ambassadors Increase awareness of fully online program offerings 	X X	X X	
Internal Marketing for Pathway Visibility <ul style="list-style-type: none"> Highlight course/program/career pathway info (e.g., certificate, Associate Degrees, ADTs, articulation, cost comparison, Program Mapper) Expand internal marketing efforts to help students navigate options 	X	X	
Unified & Effective College Communication <ul style="list-style-type: none"> Develop a centralized, college-wide student communication plan Ensure messages are timely, relevant, personalized, and consistent 	X	X	
Operational Improvements & Support Culture <ul style="list-style-type: none"> Expand Connect to Success Center student support capabilities Celebrate student successes with positive, public-facing communication Increase awareness and use of available student support services Increase awareness and use of available academic support services Sustain Caring Campus strategies to foster belonging, engagement, and persistence 	X X X X	X	
COURSE AND PROGRAM PATHWAYS			
Data-Driven Curriculum Development and Review <ul style="list-style-type: none"> Use student enrollment, success, and labor market data to inform curriculum revisions and new program development, ensuring offerings are demand-driven and equity-focused. Ensure that both courses and programs are regularly reviewed and updated to meet compliance standards, reflect current academic expectations, and respond to evolving industry and workforce needs. Engage faculty, advisory boards, and academic partners in an ongoing review process to maintain relevance, quality, and rigor across the college's instructional offerings. Provide synchronous training to faculty and curriculum committee members on evolving rules, regulations, and compliance requirements related to course and program development. Ensure sessions are timely, collaborative, and focused on current legislative mandates, Chancellor's Office guidance, and institutional procedures to support high-quality, compliant curriculum. 		X X X	X X

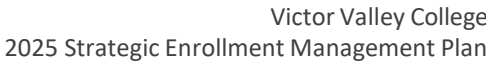


Progress Strategic Action Guide	DISTRICT GOALS		
	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
Compliance and System Alignment <ul style="list-style-type: none"> Ensure all courses are reviewed and updated to align with the newly adopted AB 1111 common course numbering system, supporting statewide transfer consistency and compliance with legislative requirements. Ensure accurate and complete MIS data coding in curriculum submissions to support compliance, state reporting, and funding eligibility. <ul style="list-style-type: none"> Provide training and collaboration between faculty, curriculum staff, and institutional research to align program and course data with Chancellor's Office requirements and Student-Centered Funding Formula (SCFF) metrics. Certificates and programs to be designed with attention to the SCFF, ensuring they meet criteria for funding eligibility such as 16+ unit certificate thresholds and alignment with completion and workforce metrics. <ul style="list-style-type: none"> Remove all Certificates of Career Prep and align them with a SCFF certificate program. 		X X X X	X
Intentional Curriculum Planning and Efficiency <ul style="list-style-type: none"> Curriculum development efforts are to be intentional and focused, prioritizing high-impact courses and programs while avoiding revisions and additions to singleton courses with limited enrollment or scalability. Prioritize curriculum additions that impact high-enrollment, high-impact, or gateway courses critical to completion, transfer, and career readiness. Notify department chairs each term of courses that are approaching expiration and require updates, ensuring timely curriculum review and preventing scheduling or compliance issues. In alignment with Guided Pathways principles, review and streamline program structures by eliminating stand-alone courses and limiting the number of overlapping or elective options within the same certificate, degree, or transfer requirement. Implement "guided choices" to provide students with focused, intentional course selections that promote clarity, efficiency, and timely completion. Examine curriculum patterns and data to identify gaps or issues that impede retention, persistence, and completion, including: <ul style="list-style-type: none"> Number of total units in program (reduce programs exceeding 60 units unless licensure-required) High-unit courses (greater than 5 units), with potential for modularization Electives not meeting certificate/degree completion requirements Reduce redundant courses fulfilling the same degree or transfer requirement Conduct a comprehensive review of all CTE course SAM and TOP codes to ensure alignment with labor market demand and VTEA funding eligibility, updating codes where necessary to maximize reporting accuracy and funding opportunities. <ul style="list-style-type: none"> Ensure non CTE courses and pre-requisites in CTE approved degrees and certs are SAM coded A-D 		X X X X X X X	

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Progress Strategic Action Guide	DISTRICT GOALS		
	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
Increase Student Connection to the College Community and Industry <ul style="list-style-type: none"> Support faculty in developing student clubs and organizations that align with academic programs to increase engagement and professional identity. Actively connect students to clubs, organizations, and campus events to strengthen social and academic integration. Create and enhance welcoming, student-centered spaces for studying, collaboration, and socializing. Scale, structure, and promote work-based learning opportunities, and connect students to these experiences through the Career Center. 	X X X X	X	X
Improve Understanding of and Access to Enrollment Services <ul style="list-style-type: none"> Streamline the student loan application process and engage in business process reviews to improve efficiency in financial aid services. Reassess the drop-for-non-payment policy to ensure students have adequate opportunity to secure resources before disenrollment. Improve student access to appeals processes for financial aid, including developing online forms and automated workflows. Enhance priority registration frameworks to support timely completion and prioritize support for target populations, including near-completers. Implement a single sign-on financial aid appeals system to reduce barriers and increase student access to financial support. 	X X X X	X	
Data-Informed Retention Planning <ul style="list-style-type: none"> Routinely conduct research on stop-out patterns and student retention, especially among disproportionately impacted groups. <ul style="list-style-type: none"> Use findings to inform continuous improvement strategies, refine student support practices, and close retention equity gaps. 	X X		
POLICY, TECHNOLOGY, AND FACILITIES INFRASTRUCTURES			
Virtual and Hybrid Student Support Services <ul style="list-style-type: none"> Provide virtual orientation and training to all students to ensure they are prepared for academic and campus engagement. Offer targeted remediation and support for students enrolled in online classes, addressing technological and learning needs. Ensure students have online access to the same support services available to on-campus students, including counseling, advising, library services, and tutoring. Provide in-person student support for software and hardware issues, including password resets, MyVVC navigation assistance, and technology troubleshooting to promote equitable access to college systems and resources. 	X X X X	X X X	
Strengthen Institutional Data Reporting Through Comprehensive Training <ul style="list-style-type: none"> Ensure faculty and staff are trained in and understand key reporting systems—including MIS, DataMart, IPEDS, SCFF (Student-Centered Funding Formula), and CCCCO dashboards—to improve data accuracy, support funding alignment, and enhance strategic decision-making through reliable institutional reporting 		X	X

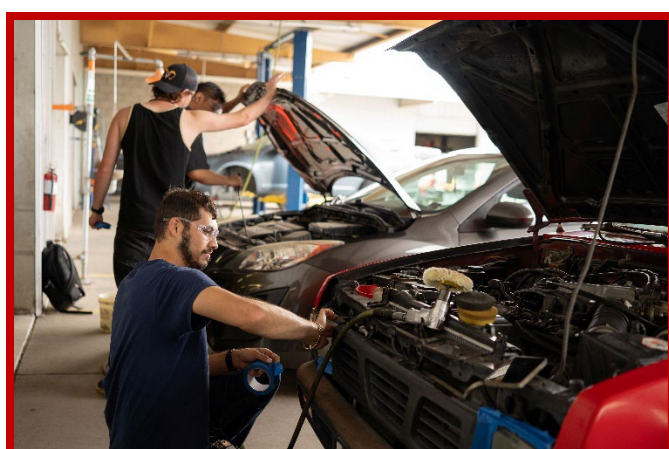
ACCESS AND EQUITY

- Comprehensive Student Wellness and Support Services
- Expand access to comprehensive social, emotional, and financial support services to help students overcome barriers such as food insecurity, homelessness, mental health challenges, and soft skill development.
 - Regularly survey students to gather feedback and understand evolving needs, using this data to inform support programming.
 - Provide proactive resources and stress-reduction strategies during peak academic periods such as midterms and finals to promote wellness and persistence.

X

X

X



Completion Strategic Action Guide

The Completion stage of the Loss/Momentum Framework represents the final stretch of the student journey at Victor Valley College, when students are nearing the end of their program and preparing to graduate, transfer, or transition into the workforce. This phase is essential for ensuring that students not only achieve their educational goals but also experience a smooth and supported transition into their next chapter.

During this stage, students engage in critical activities such as applying for graduation, finalizing transfer plans, earning credentials, completing capstone or certification requirements, and connecting to career or university pathways. Effective support in this phase is key to reducing attrition near the finish line and improving overall institutional outcomes.

Victor Valley College's Strategic Enrollment Management strategies in the Completion stage are designed to remove last-mile barriers, accelerate time to completion, and ensure students leave with a meaningful outcome that aligns with their academic and career goals. These strategies also reinforce the college's commitment to equity, ensuring all students, particularly those historically underserved, reach successful outcomes at comparable rates.

The Completion Stage Strategic Action Guide provides a structured set of strategies and activities focused on improving completion rates, promoting degree and certificate attainment, and strengthening transfer and workforce pathways. These efforts are closely aligned with Vision 2030 Outcomes, including Completion, Baccalaureate Attainment, Workforce Outcomes, and Reducing Units to Completion, and serve as a critical component of the college's broader student success agenda.





Completion Strategic Action Guide	DISTRICT GOALS		
	STUDENT EXPERIENCE & SUCCESS	HIGH QUALITY PRACTICE/ EXCELLENCE	INSTITUTIONAL LEARNING
MARKETING AND COMMUNICATIONS			
Identify and Engage Students with 45+ Units <ul style="list-style-type: none"> Data Mining: Collaborate with Institutional Research to generate a list of students who have completed 45+ degree-applicable units. Early Outreach: Assign academic counselors or success coaches to conduct proactive outreach via emails, calls, or appointments. Degree Check Workshops: Host “Are You Ready to Graduate?” workshops that include personalized degree audits and academic planning. 	 X X	 X X X	
Align Class Schedule with Completion Needs <ul style="list-style-type: none"> Conduct Degree Audit Analytics: Identify courses frequently needed by students with high unit accumulation using degree audit data. Faculty Collaboration: Coordinate with department chairs to ensure high-demand courses are offered in upcoming terms, especially capstone or final sequence classes. Flexible Modalities: Offer evening, weekend, hybrid, or online options to meet varying student schedules to finish. 	 X	 X X	
Communicate with Certificate-Eligible Students. <ul style="list-style-type: none"> Targeted Messaging: Send automated notifications via email/text to students who meet certificate criteria each term. Visual Reminders: Use student portals or degree audit systems to flag certificate eligibility. Follow-up Campaigns: Employ success coaches to follow up and assist students with the application process. 	 X X X		
Promote Transfer Readiness via Transfer Center <ul style="list-style-type: none"> Transfer Interest Database: Use it to segment and message students based on transfer intent and university targets. Digital Marketing: Leverage homepage banners, social media posts, and reminders timed with CSU/UC and other application cycles. On-Campus Visibility: Host weekly tabling with resources, calendars, and one-on-one advising appointments. Application Support Events: Coordinate Transfer Application Labs and Q&A sessions during peak periods. 	 X X X	 X	
Proactive Graduation and Commencement Communication <ul style="list-style-type: none"> Graduation Timeline Emails: Begin communication at the start of each semester outlining graduation petition deadlines, ceremony dates, and regalia requirements. Portal Alerts: Push notifications through the student portal to flag upcoming deadlines. Commencement Info Hub: Maintain a dedicated webpage updated with timelines, FAQs, and RSVP information. 	 X X X		
SUCCESS AND COMPLETION			
Graduation and Completion Support <ul style="list-style-type: none"> Support students with proactive graduation checks and confirmation of requirements through counseling and academic advising. Automate the application process for awards and graduation to improve efficiency and reduce barriers. Celebrate student success through well-coordinated graduation ceremonies and related events each spring. Host an annual University Transfer Reception to recognize admitted transfer students 	 X X X X		



<ul style="list-style-type: none"> and connect them with next-step resources. • Apply Caring Campus strategies and behavioral commitments to help students feel valued and supported as they near program completion. • Celebrate key academic milestones and ensure students receive transition guidance and continued engagement opportunities 	X		
Transfer Services and Support <ul style="list-style-type: none"> • Provide assistance with CSU and UC admissions applications and appeals through the Transfer Center. • Offer extended drop-in hours and weekend availability for transfer application support in transfer labs. • Host CSU and UC application workshops facilitated by VVC faculty, staff, and visiting university representatives. • Deliver UC Personal Insight workshops and one-on-one editing/review sessions to support students in developing strong personal statements. • Offer Transfer Admission Guarantee (TAG) workshops to educate students on guaranteed pathways to UC institutions. • Increase awareness and student participation in transfer services, workshops, and university outreach events. • Offer admissions appeals workshops for CSU and UC applicants. • Collaborate with the VVC Transfer Coordinator to support students in the appeals process through university outreach and letters of support 	X X X X X X X X		
Post-Graduation Career Connections <ul style="list-style-type: none"> • Host and evaluate job fairs that connect graduates with employers in their fields of study. • Partner with faculty teaching capstone courses to link students with the Career Center and post-graduation job opportunities. • Expand and promote Career Center resources such as resume writing, mock interviews, and career readiness workshops. 	X X X		
Alumni Engagement and Continued Pathways <ul style="list-style-type: none"> • Establish strategic, systematized communication with alumni to sustain engagement and foster a long-term connection to VVC. • Partner with the VVC Foundation to track alumni outcomes and promote opportunities for alumni to give back. • Involve alumni in student development through panels, speaker series, advisory committees, and mentorship. • Encourage students who have completed certificates to pursue higher-level, stackable credentials. • Invite recent graduates to return to campus to share experiences and inspire students pursuing similar academic paths. 	X X X X X	X	X



Appendix A – Vision 2030 Data

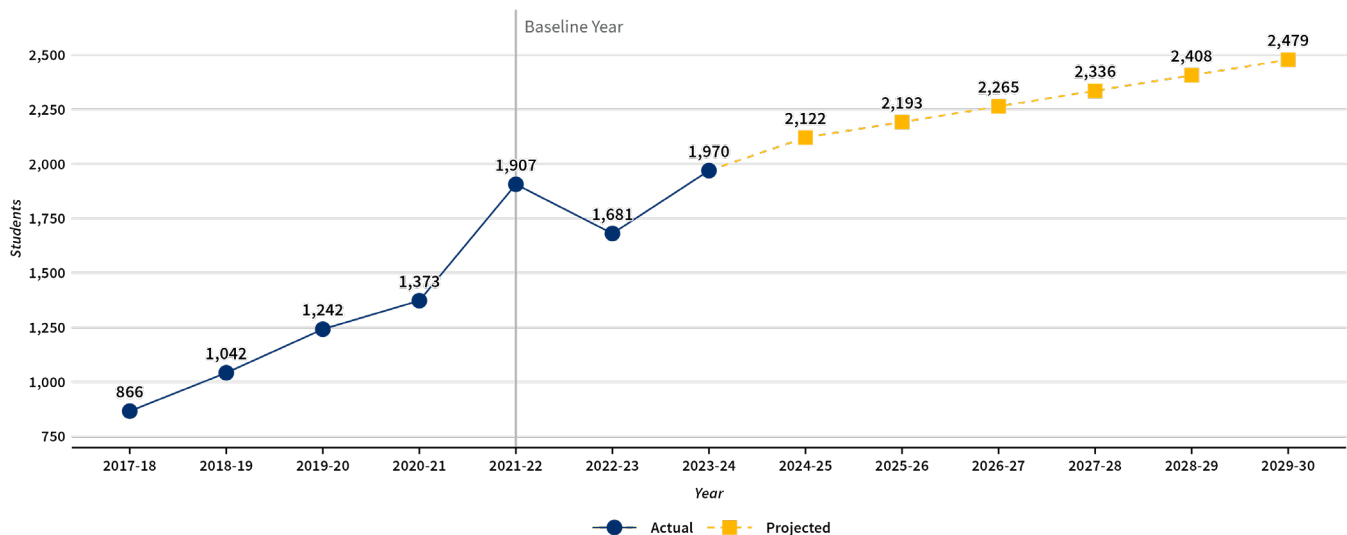
Outcome 1: Completion

Outcome 1: Completion

Increase with equity the number of California community college students who complete a meaningful educational outcome

Outcome 1 Goal: 30% Increase in CCC students completing a degree or a certificate

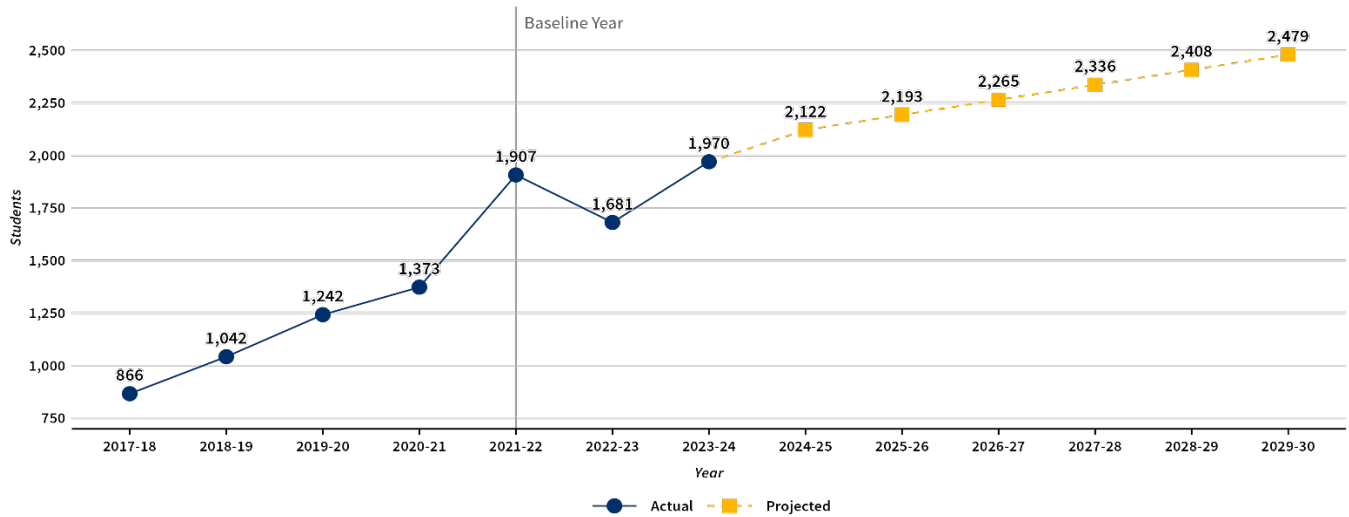
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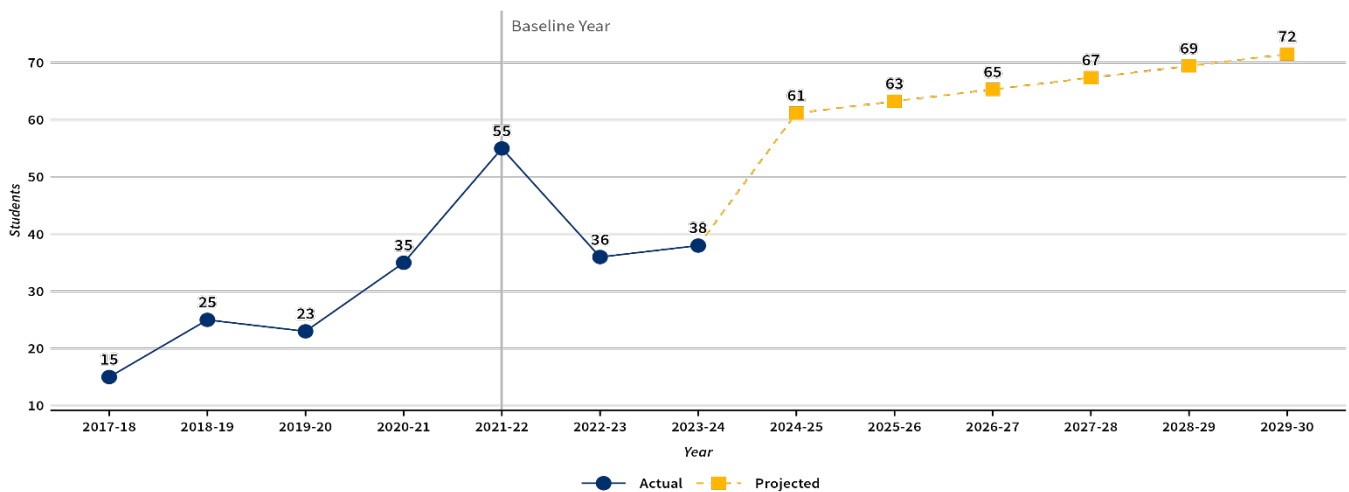
Outcome 1 Goal: 30% Increase in CCC students completing a degree or a certificate

Economically Disadvantaged - Economically Disadvantaged



Outcome 1 Goal: 30% Increase in CCC students completing a degree or a certificate

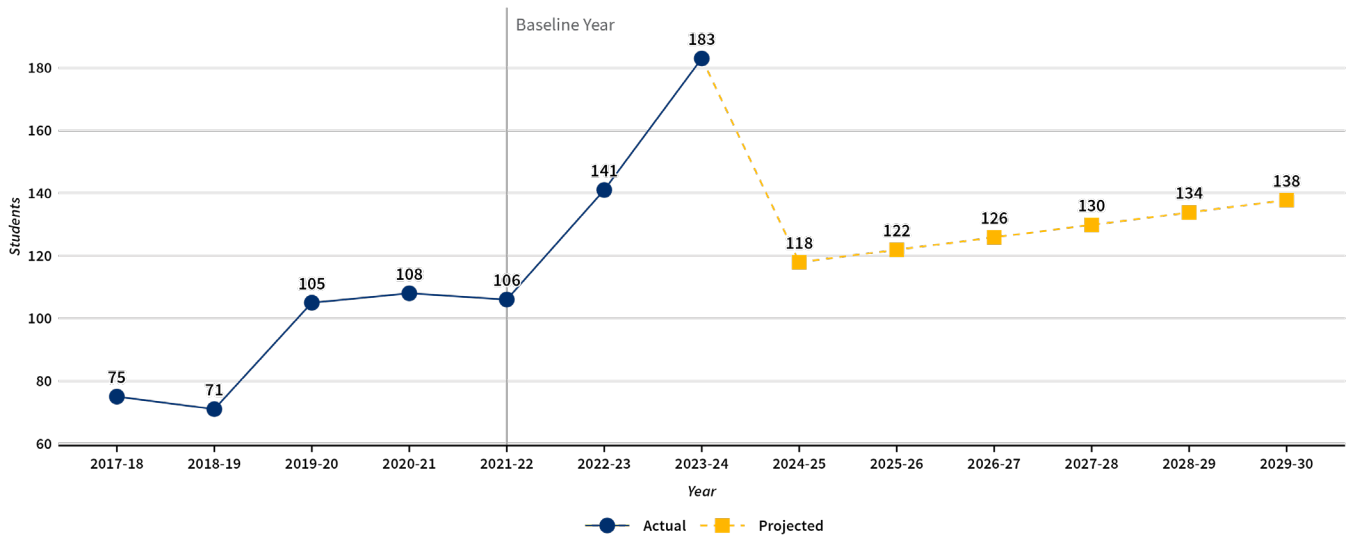
Ethnicity - Asian





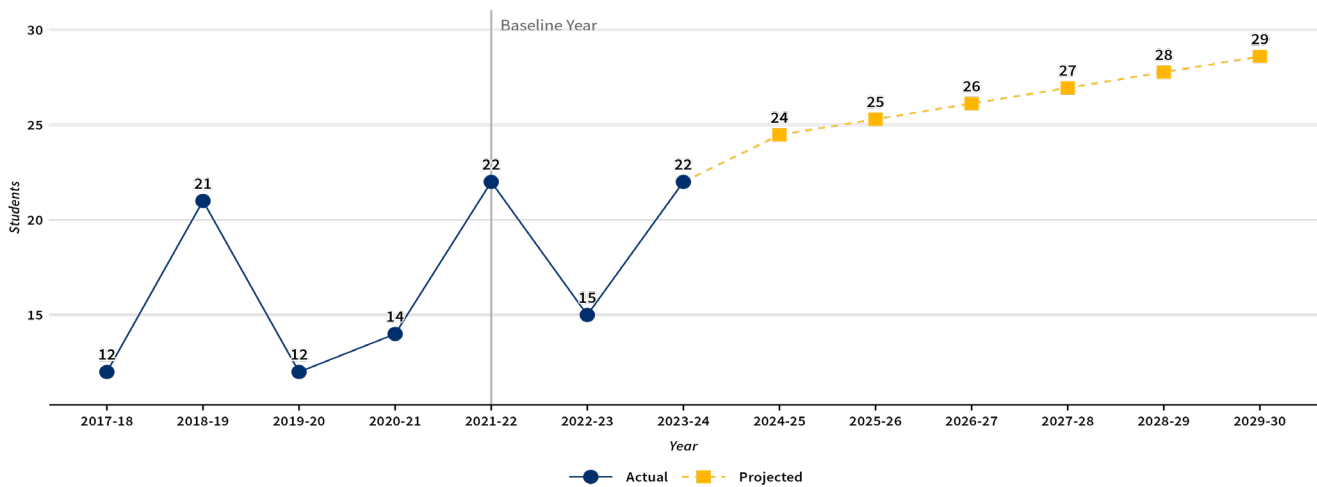
Outcome 1 Goal: 30% Increase in CCC students completing a degree or a certificate

Ethnicity - Black or African American



Outcome 1 Goal: 30% Increase in CCC students completing a degree or a certificate

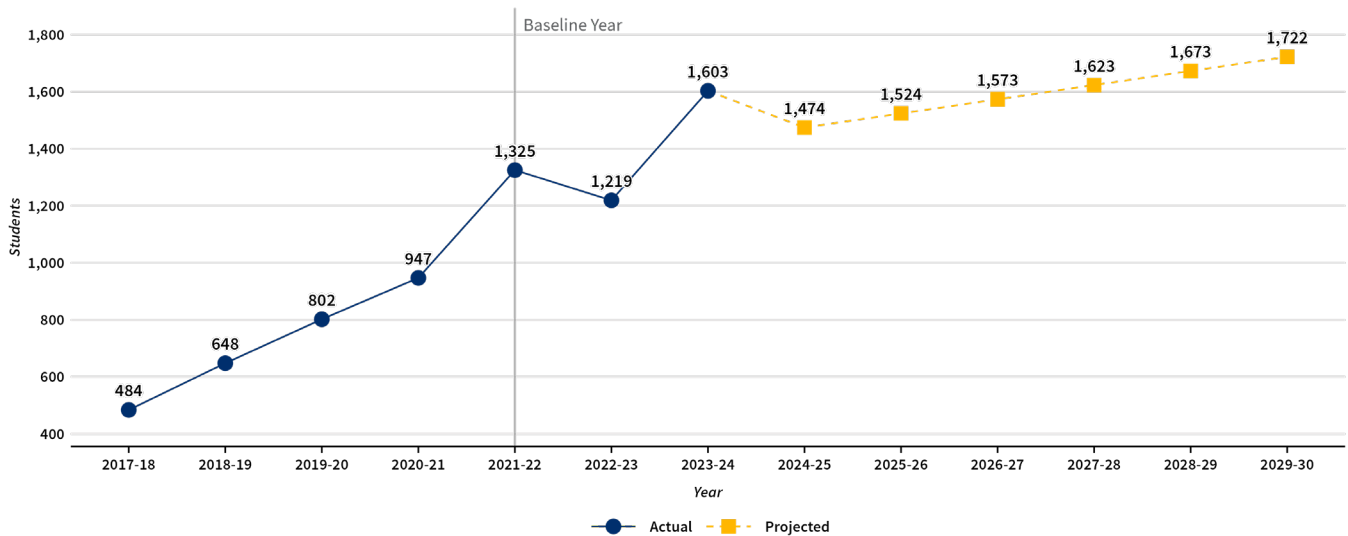
Ethnicity - Filipino





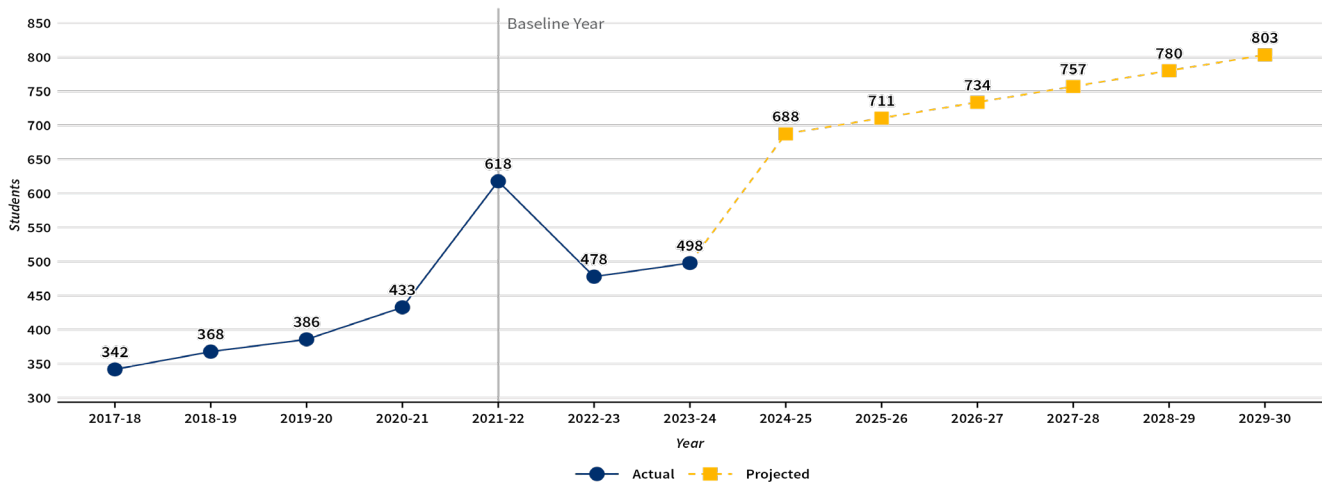
Outcome 1 Goal: 30% Increase in CCC students completing a degree or a certificate

Ethnicity - Hispanic



Outcome 1 Goal: 30% Increase in CCC students completing a degree or a certificate

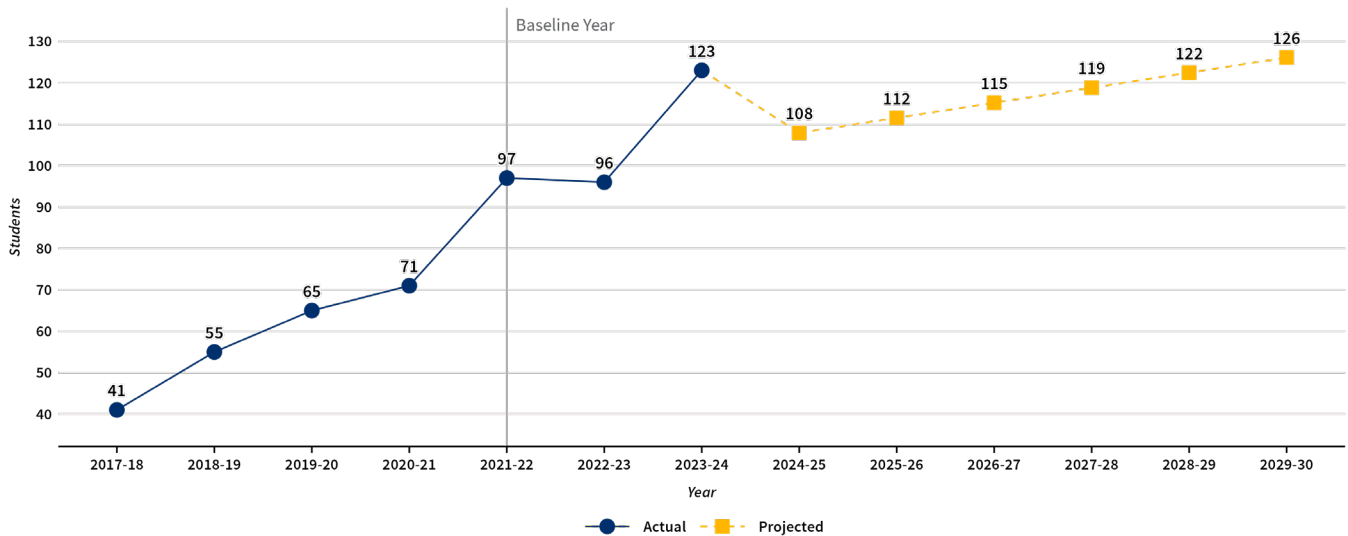
Ethnicity - White





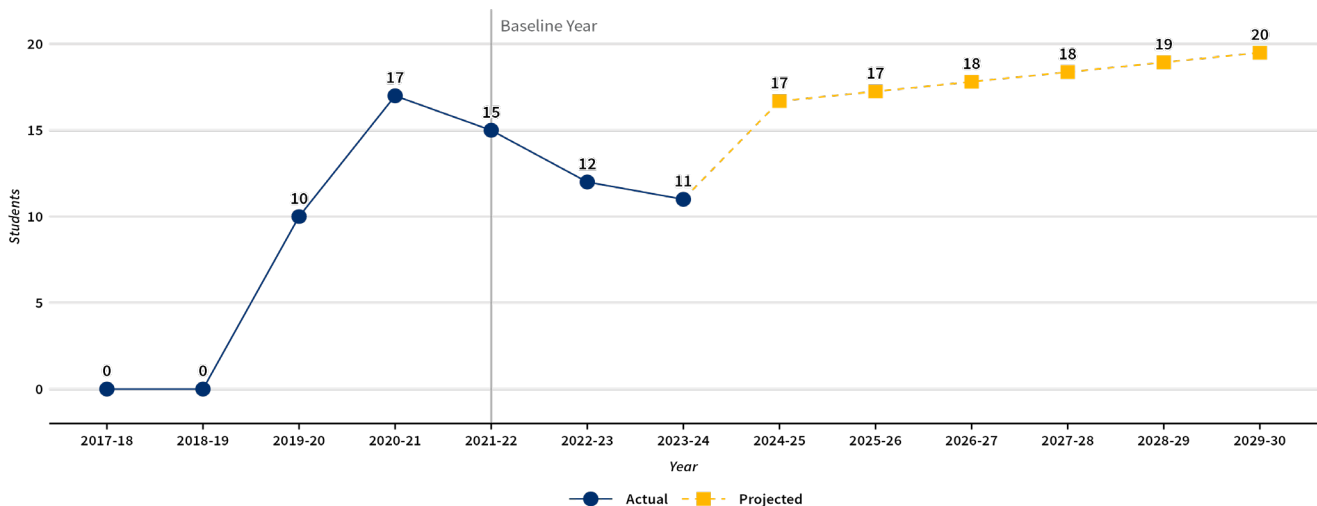
Outcome 1 Goal: 30% Increase in CCC students completing a degree or a certificate

Ethnicity - Two or More Races



Outcome 1 Goal: 30% Increase in CCC students completing a degree or a certificate

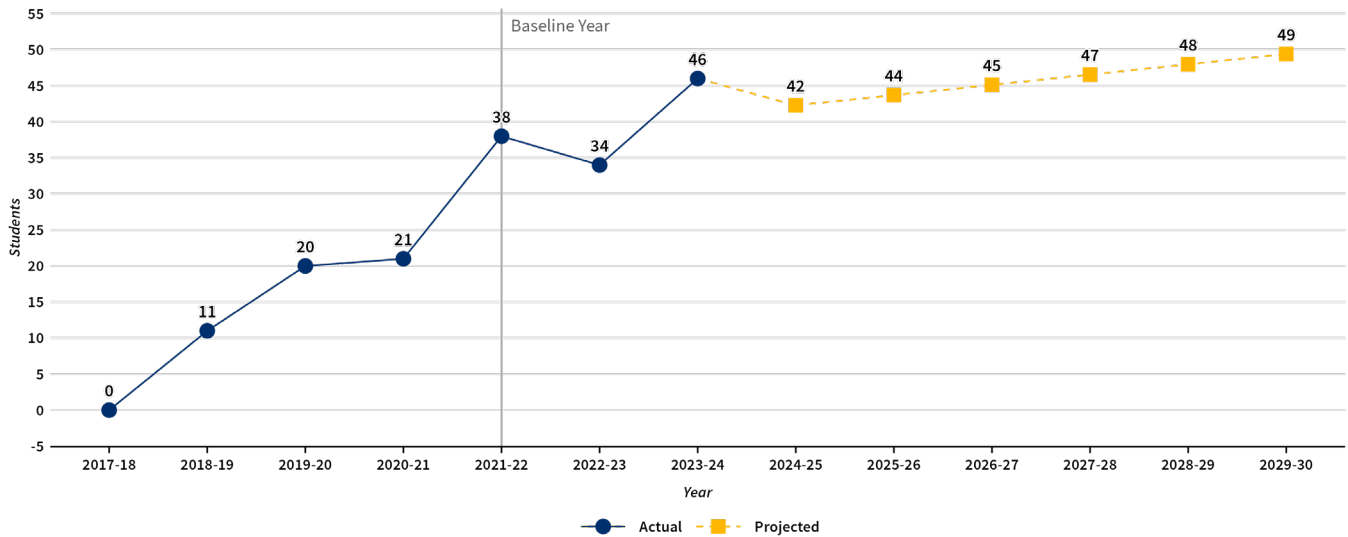
Ethnicity - Unknown





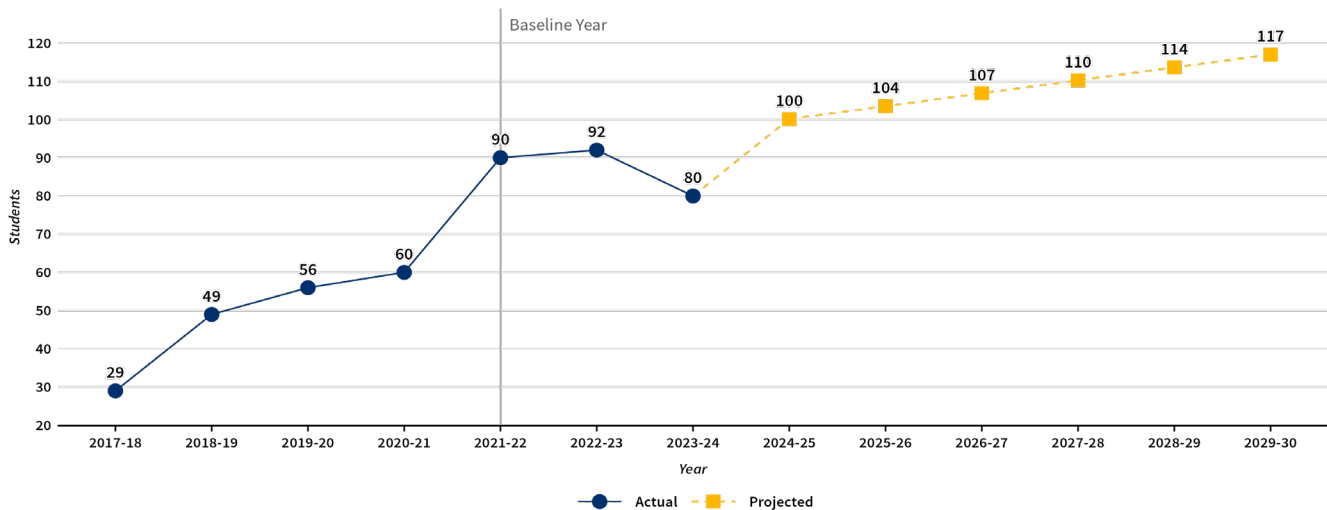
Outcome 1 Goal: 30% Increase in CCC students completing a degree or a certificate

Foster Youth



Outcome 1 Goal: 30% Increase in CCC students completing a degree or a certificate

Military Veteran



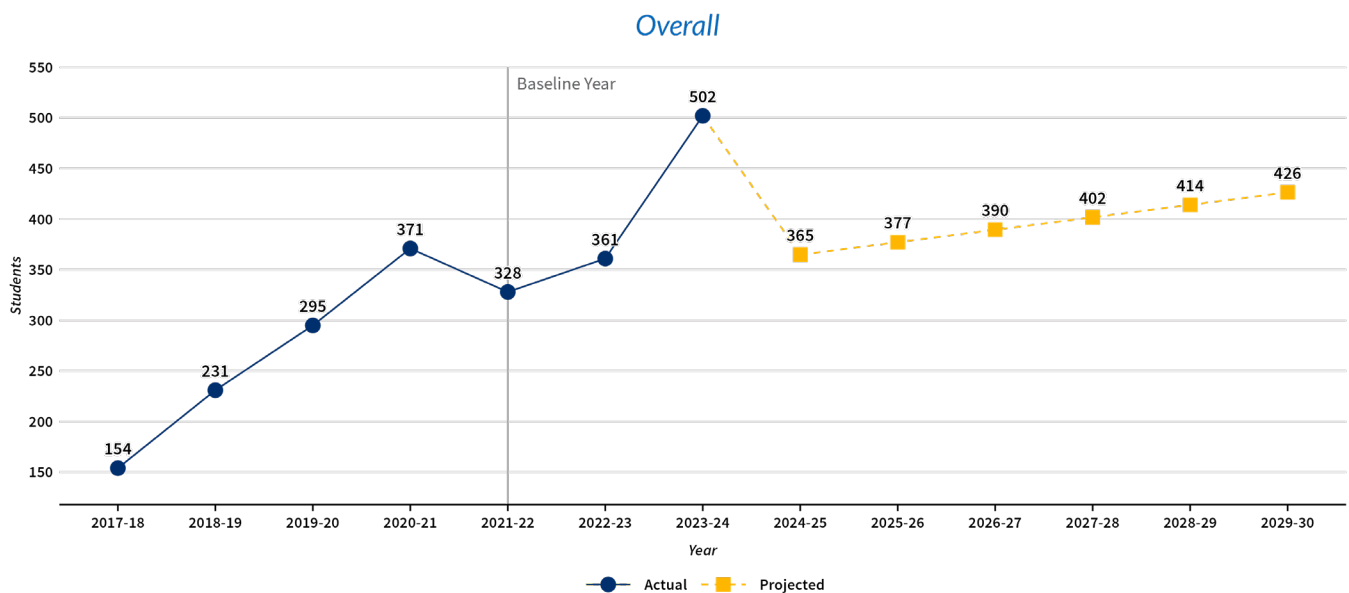


Outcome 2: Baccalaureate Attainment

Outcome 2: Baccalaureate Attainment

Increase with equity the number of California community college students attaining a baccalaureate degree

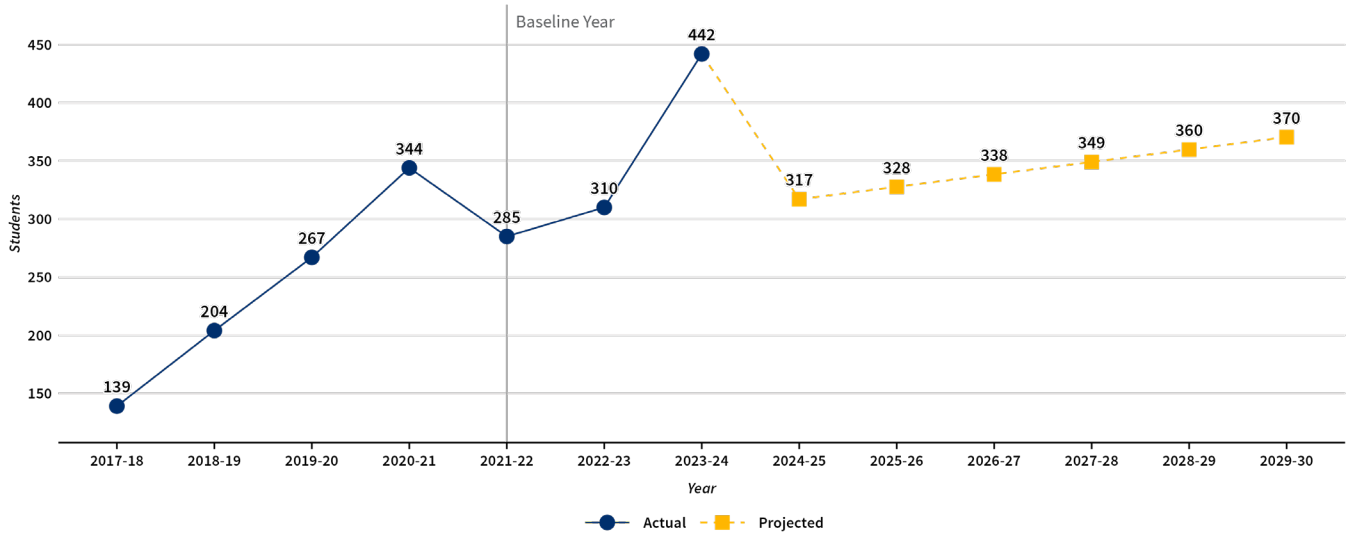
Outcome 2b Goal: 30% increase in CCC students who earn ADT





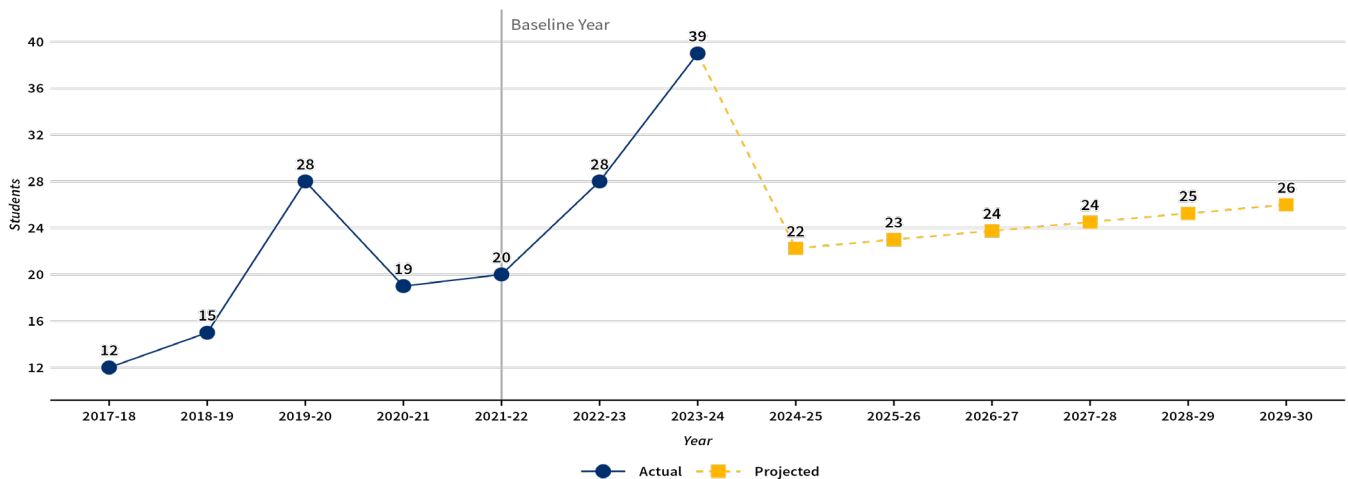
Outcome 2b Goal: 30% increase in CCC students who earn ADT

Economically Disadvantaged - Economically Disadvantaged



Outcome 2b Goal: 30% increase in CCC students who earn ADT

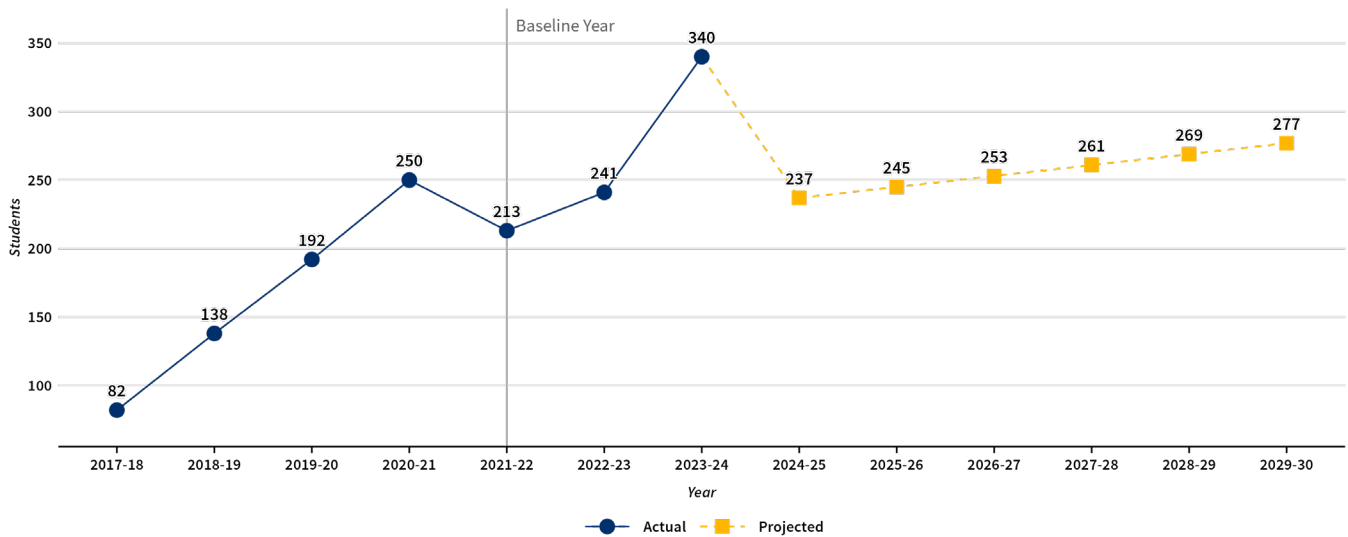
Ethnicity - Black or African American





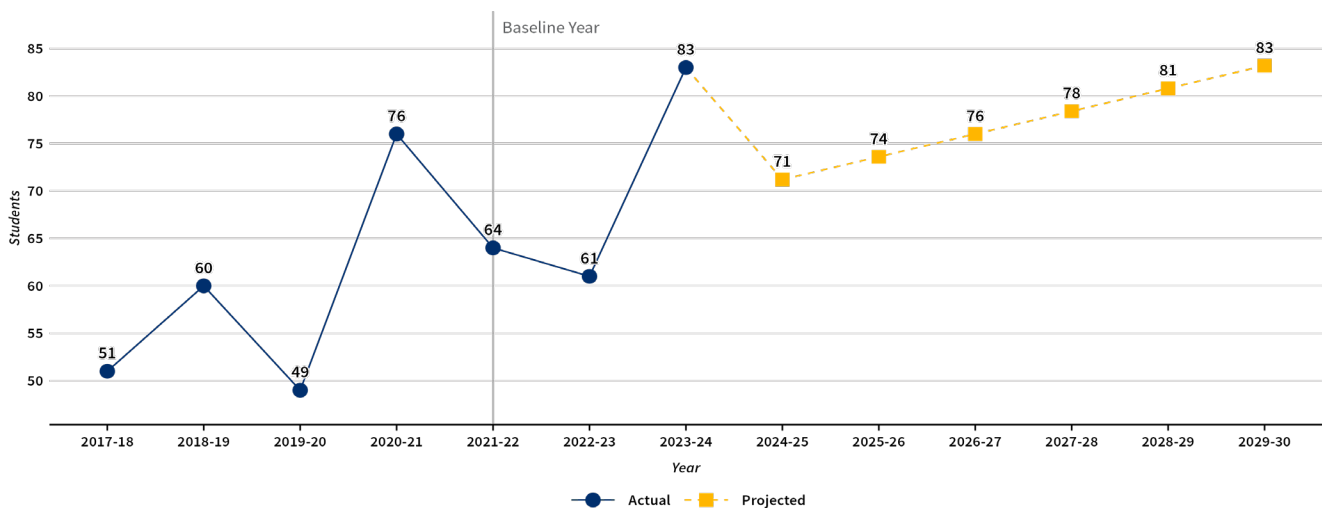
Outcome 2b Goal: 30% increase in CCC students who earn ADT

Ethnicity - Hispanic



Outcome 2b Goal: 30% increase in CCC students who earn ADT

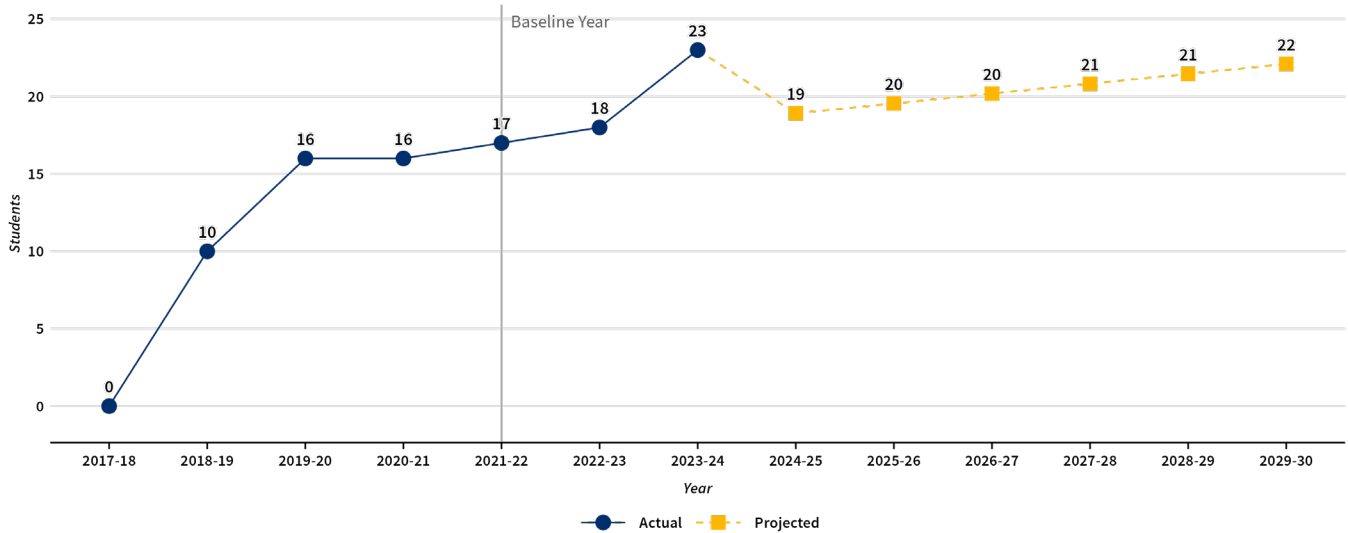
Ethnicity - White





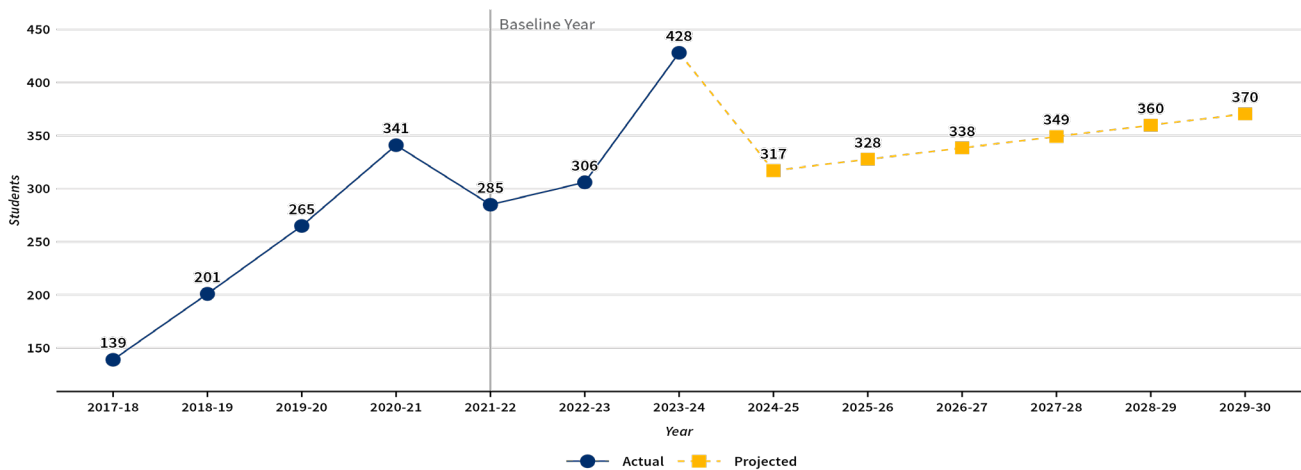
Outcome 2b Goal: 30% increase in CCC students who earn ADT

Ethnicity - Two or More Races



Outcome 2b Goal: 30% increase in CCC students who earn ADT

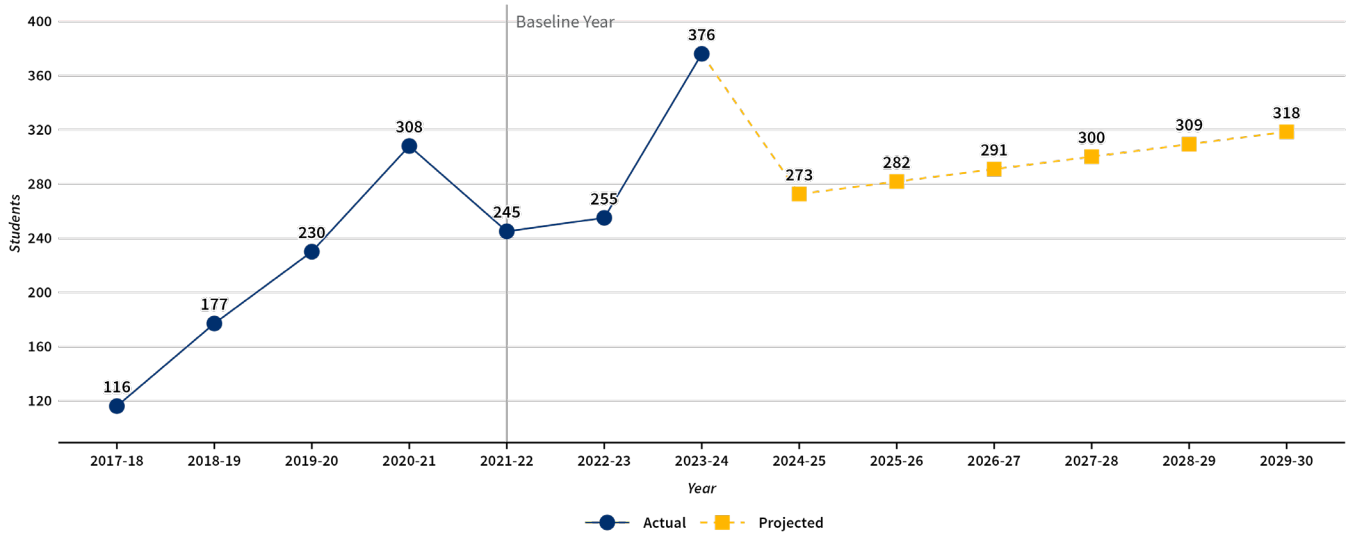
College Promise Grant/BOG Recipient





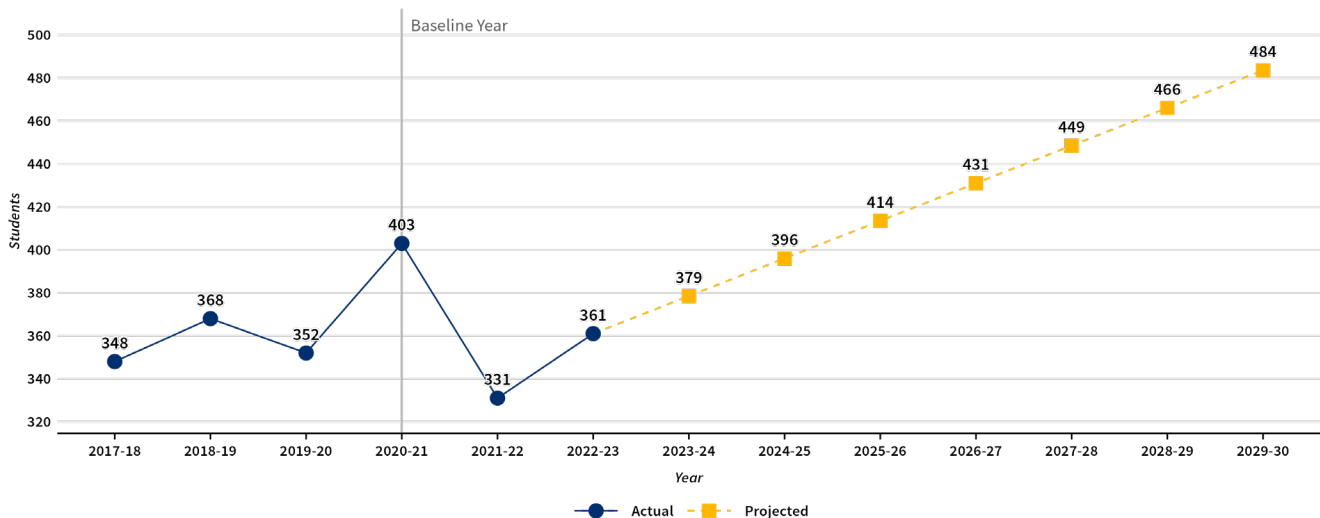
Outcome 2b Goal: 30% increase in CCC students who earn ADT

Pell Grant Recipient



Outcome 2d Goal: 20% increase in CCC students who transfer to CSU or UC

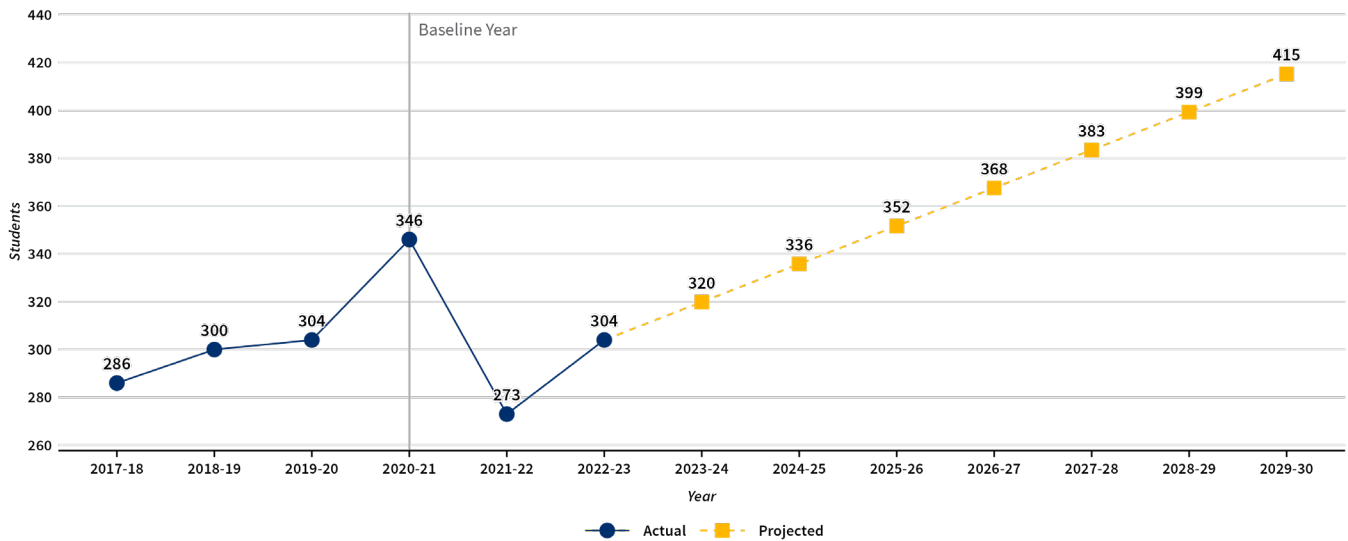
Overall





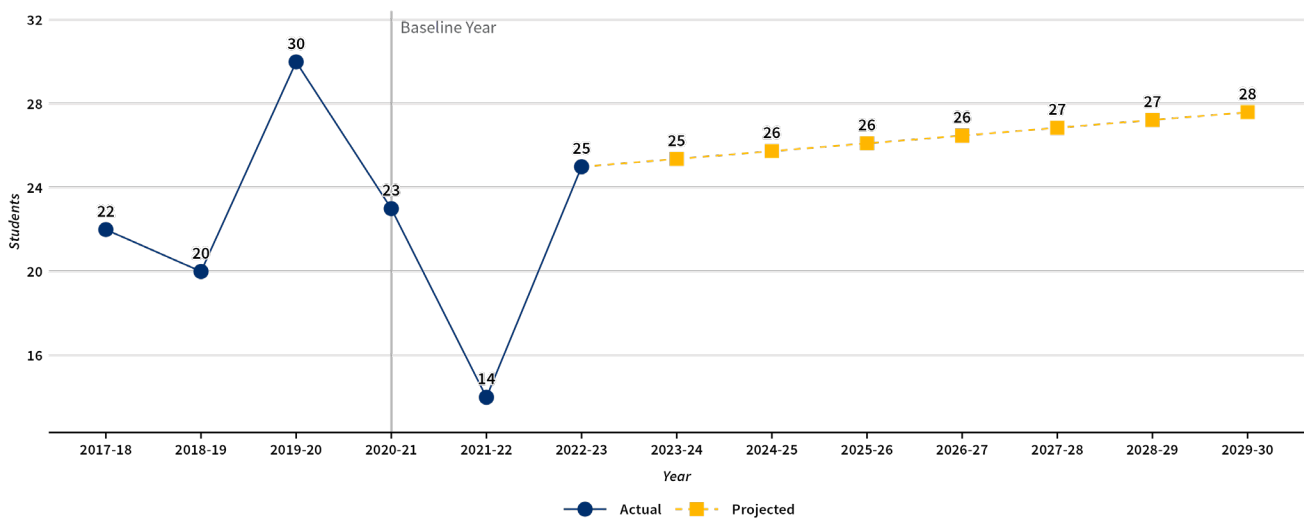
Outcome 2d Goal: 20% increase in CCC students who transfer to CSU or UC

Economically Disadvantaged - Economically Disadvantaged



Outcome 2d Goal: 20% increase in CCC students who transfer to CSU or UC

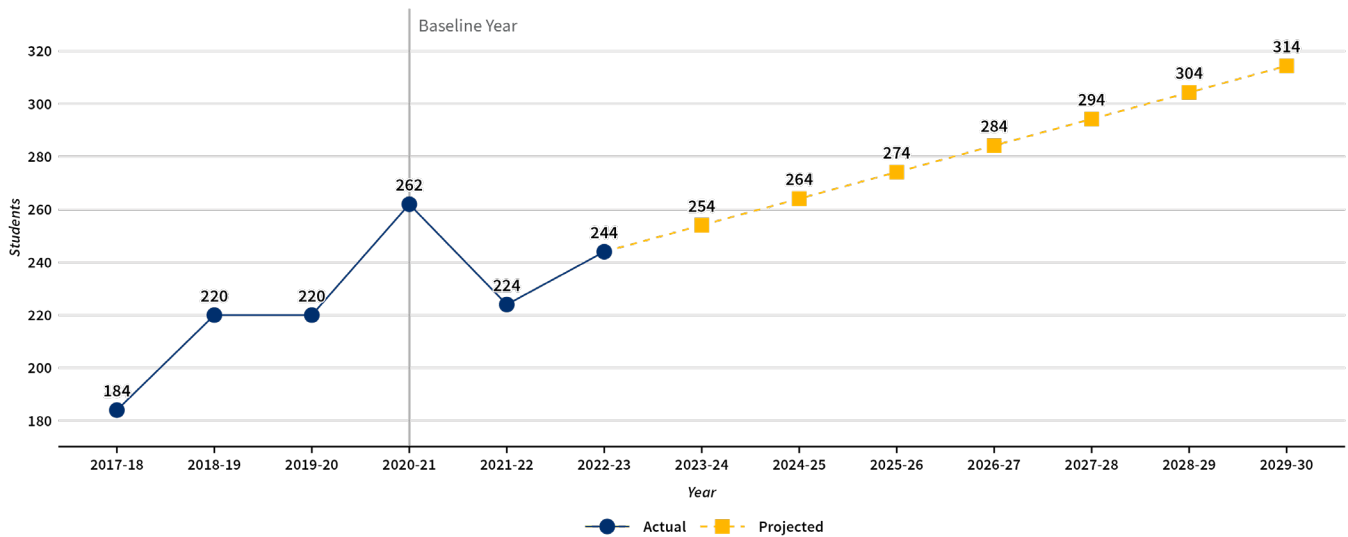
Ethnicity - Black or African American





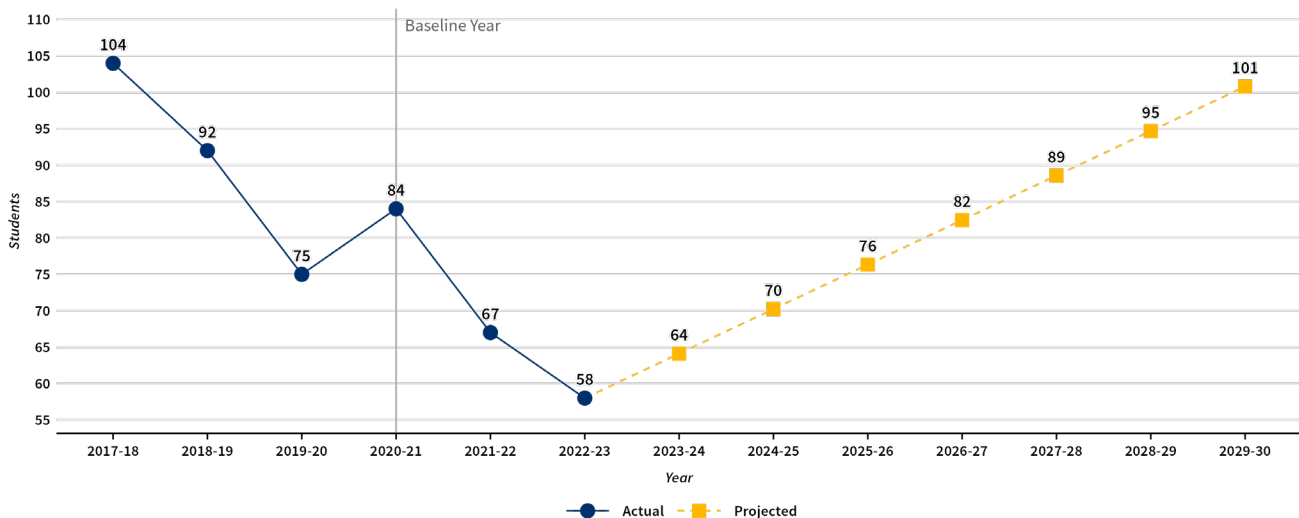
Outcome 2d Goal: 20% increase in CCC students who transfer to CSU or UC

Ethnicity - Hispanic



Outcome 2d Goal: 20% increase in CCC students who transfer to CSU or UC

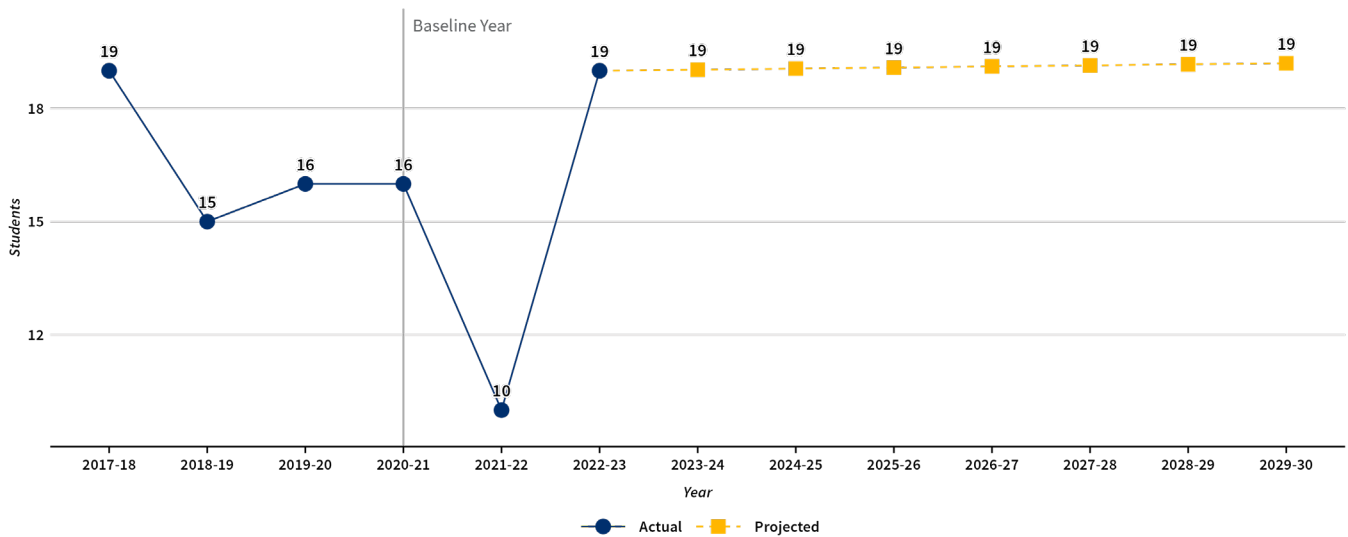
Ethnicity - White





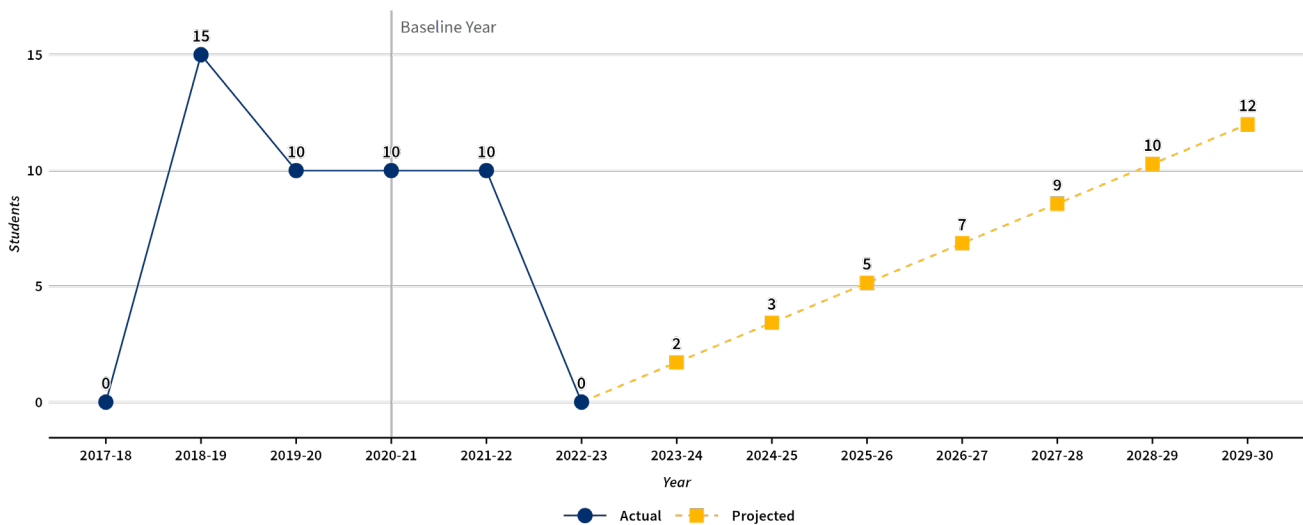
Outcome 2d Goal: 20% increase in CCC students who transfer to CSU or UC

Ethnicity - Two or More Races



Outcome 2d Goal: 20% increase in CCC students who transfer to CSU or UC

Military Veteran





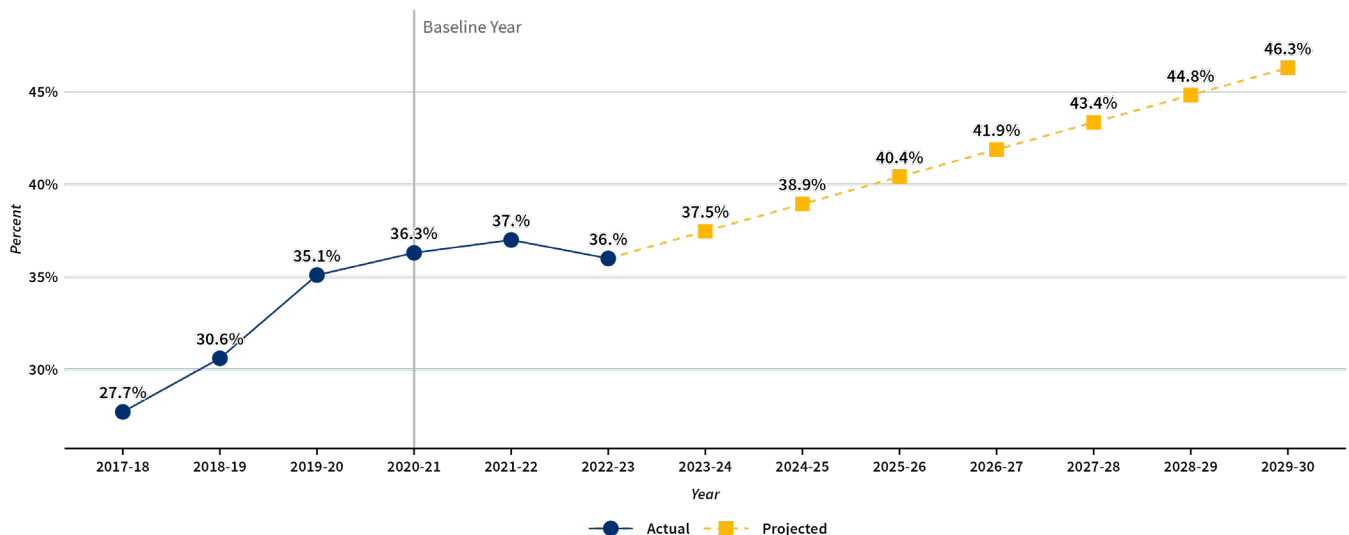
Outcome 3: Workforce Outcomes

Outcome 3: Workforce Outcomes

Increase with equity the number of California community college students who earn a living wage

Outcome 3 Goal: 10 percentage point increase in CCC students who earn a living wage

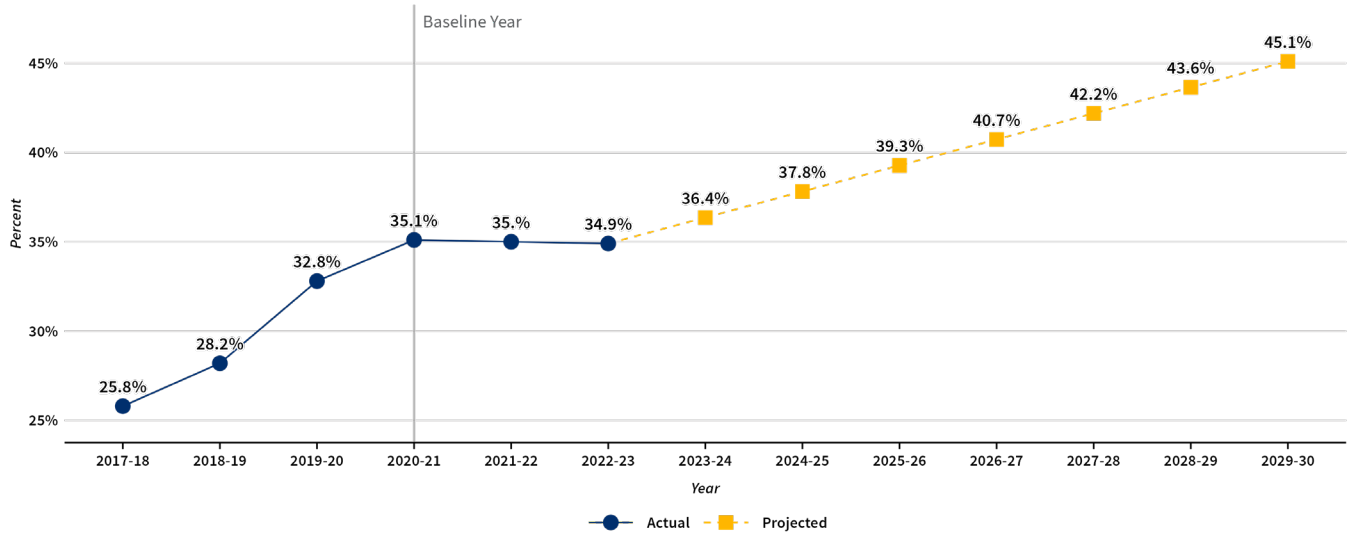
Overall





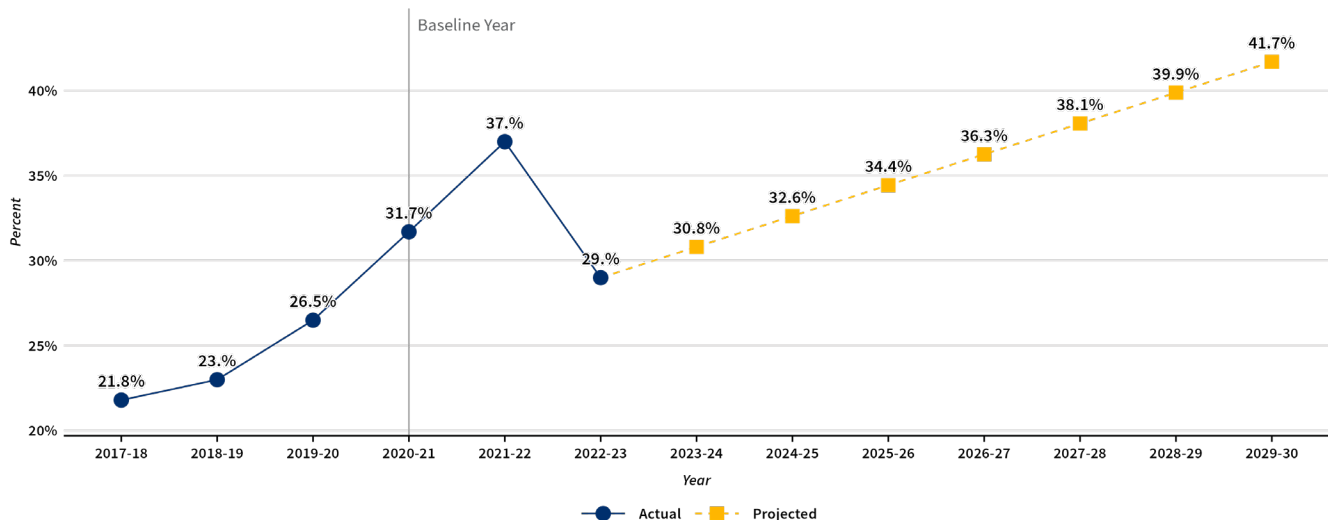
Outcome 3 Goal: 10 percentage point increase in CCC students who earn a living wage

Economically Disadvantaged - Economically Disadvantaged



Outcome 3 Goal: 10 percentage point increase in CCC students who earn a living wage

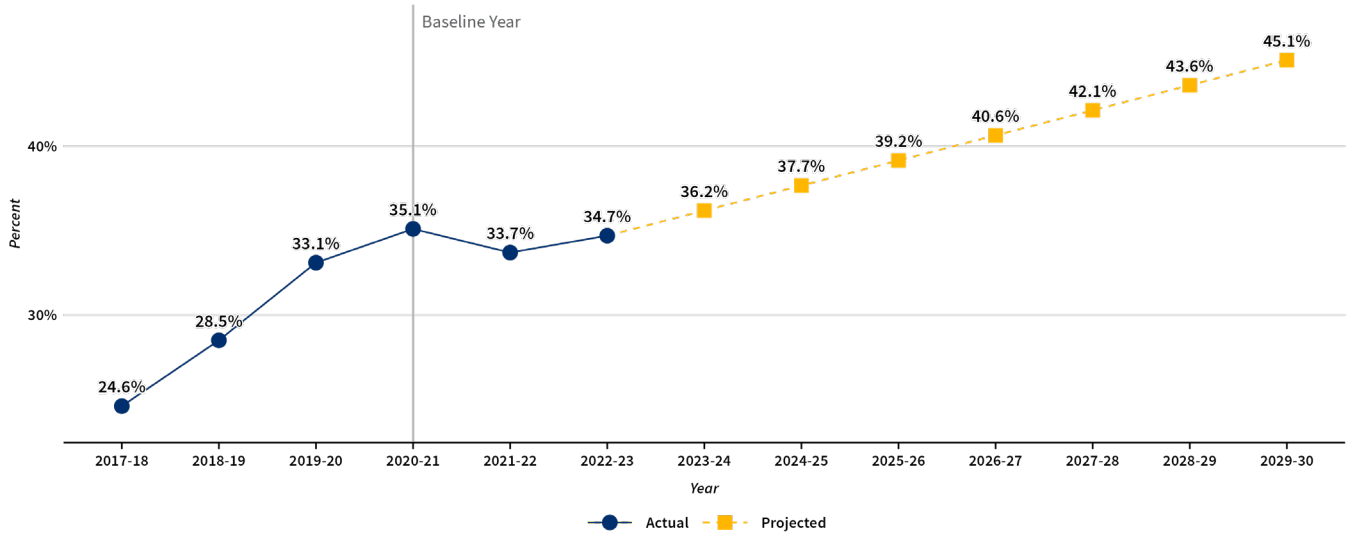
Ethnicity - Black or African American





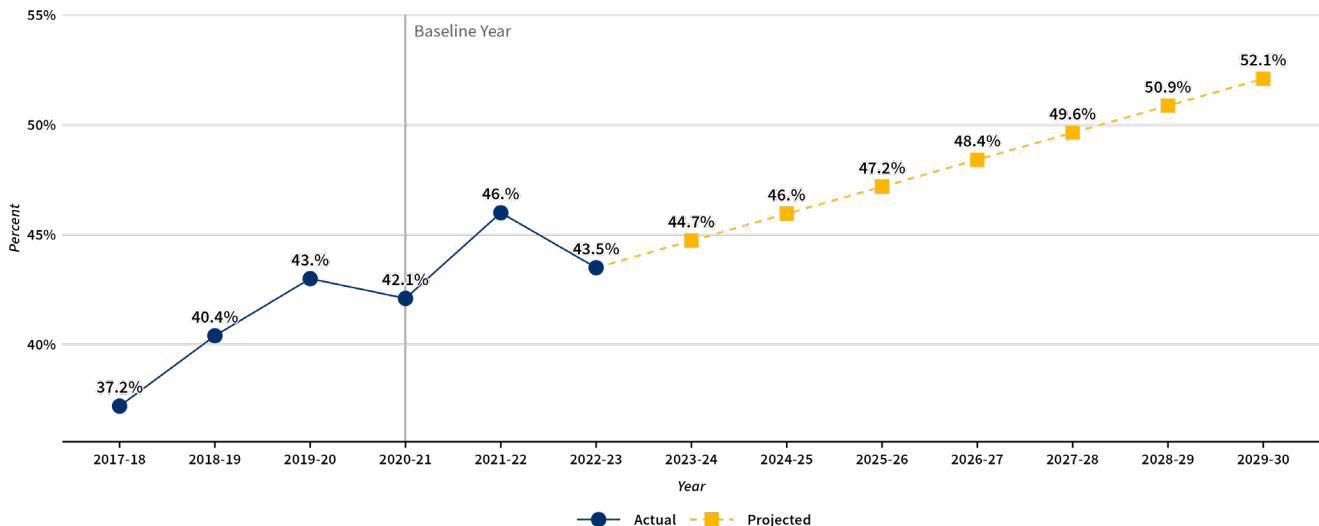
Outcome 3 Goal: 10 percentage point increase in CCC students who earn a living wage

Ethnicity - Hispanic



Outcome 3 Goal: 10 percentage point increase in CCC students who earn a living wage

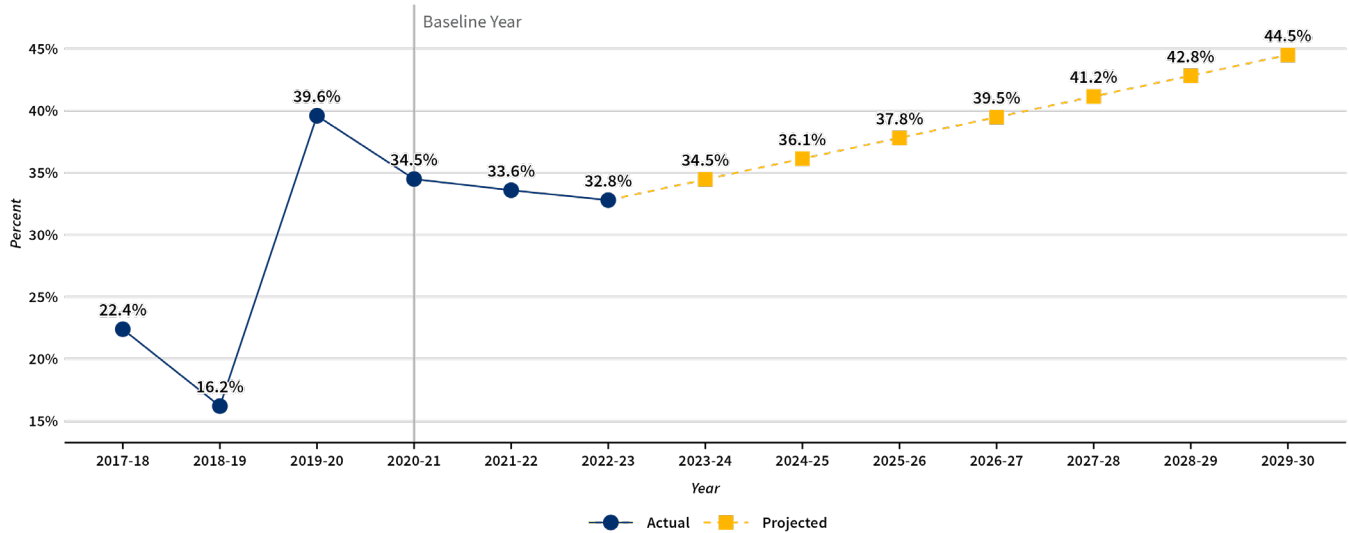
Ethnicity - White





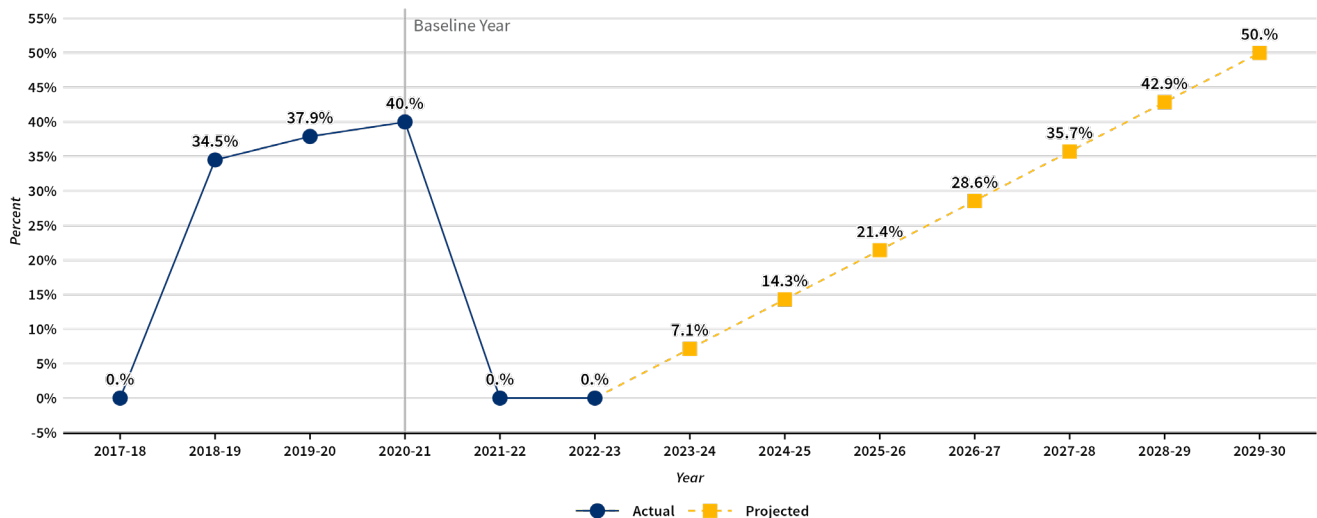
Outcome 3 Goal: 10 percentage point increase in CCC students who earn a living wage

Ethnicity - Two or More Races



Outcome 3 Goal: 10 percentage point increase in CCC students who earn a living wage

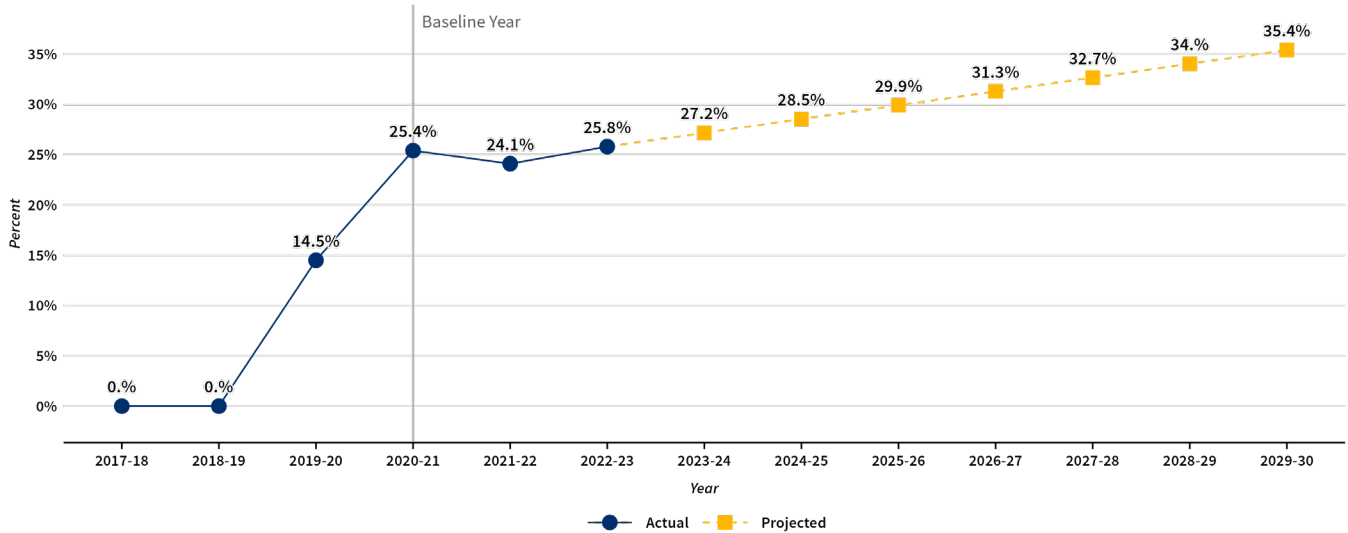
Ethnicity - Unknown





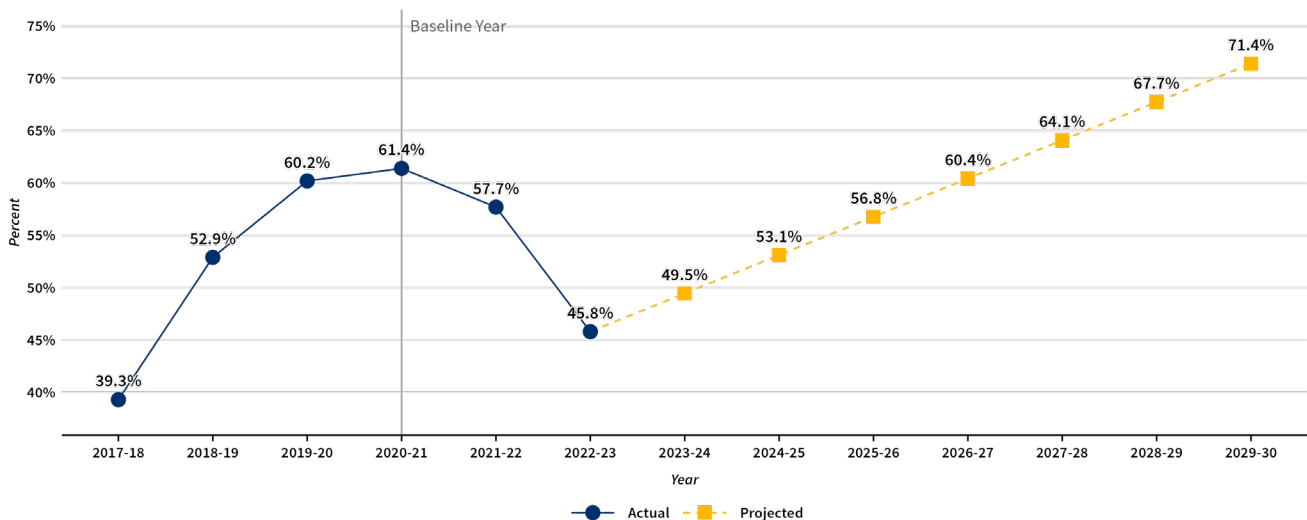
Outcome 3 Goal: 10 percentage point increase in CCC students who earn a living wage

Foster Youth



Outcome 3 Goal: 10 percentage point increase in CCC students who earn a living wage

Military Veteran





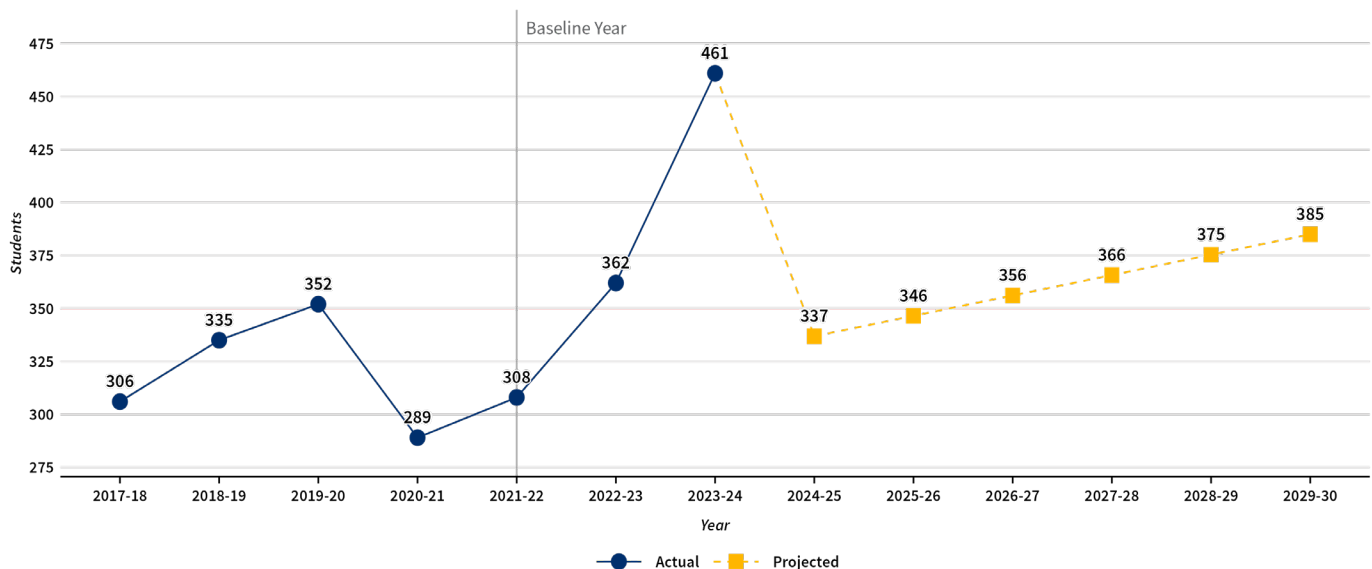
Outcome 4: Student Participation

Outcome 4: Student Participation

Increase, with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians

Outcome 4 Goal: 10% increase in enrollments by Foster Youth

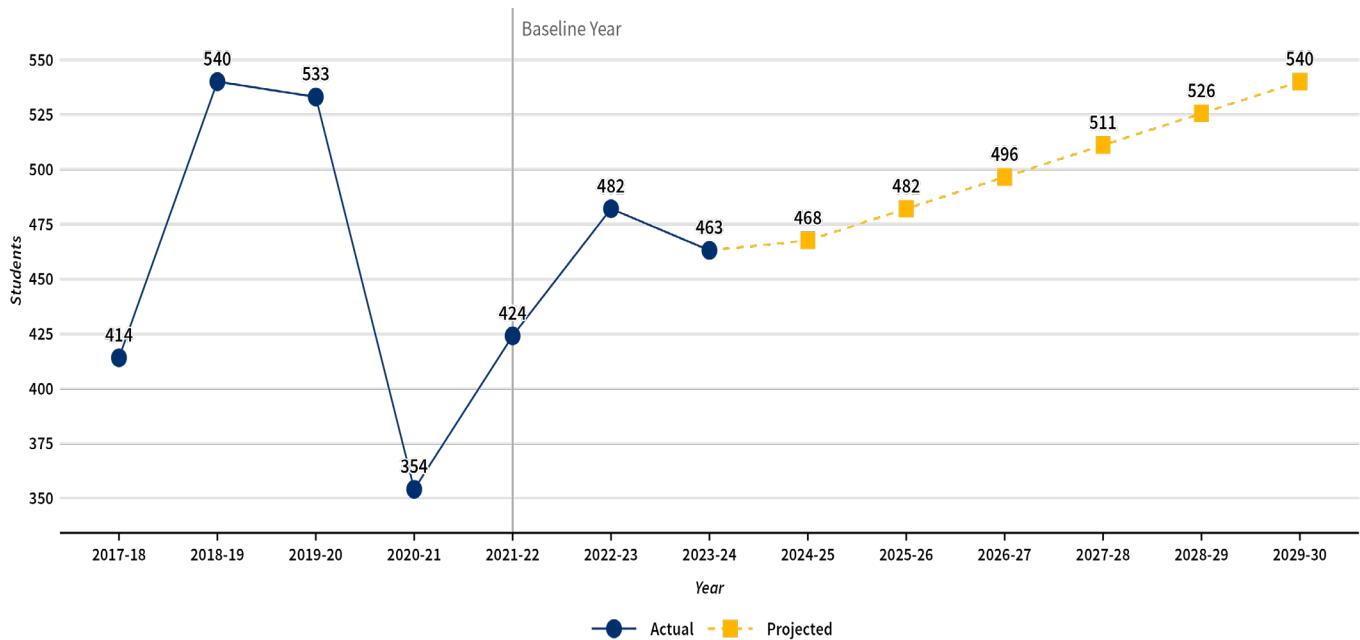
Foster Youth





Outcome 4 Goal: 10% increase in enrollments by Veterans

Military Veteran





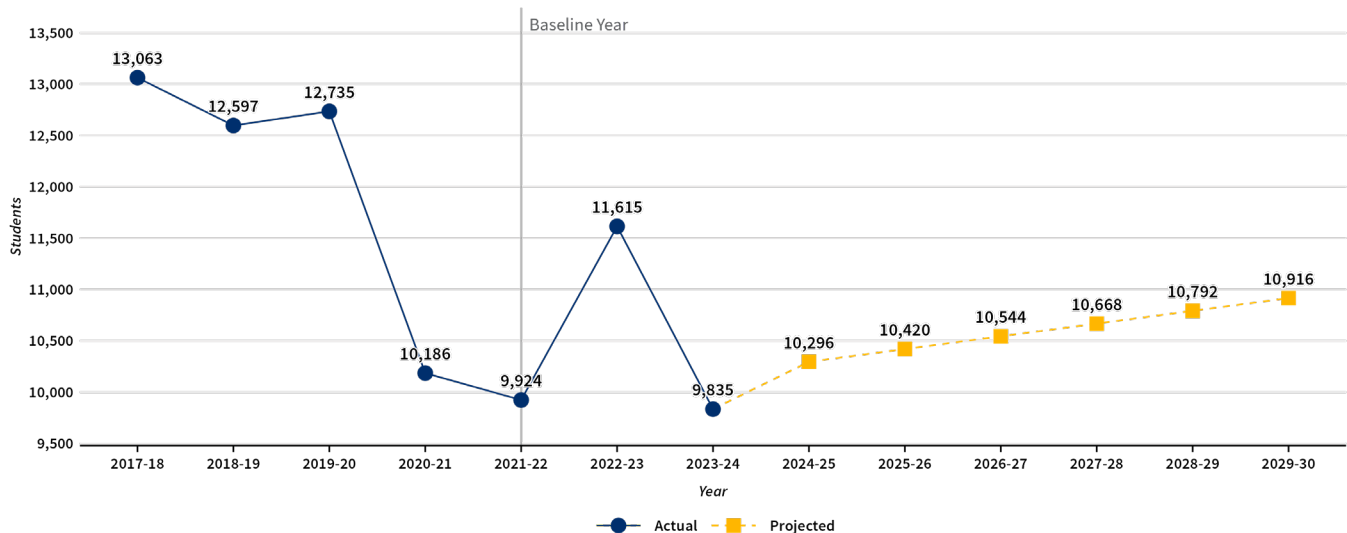
Outcome 5: Maximizing Financial Aid

Outcome 5: Maximizing Financial Aid

Increase with equity the number of California community college students receiving state and federal aid for which they are eligible to better support their educational journey

Outcome 5 Goal: 10% increase in number of students receiving CCPG

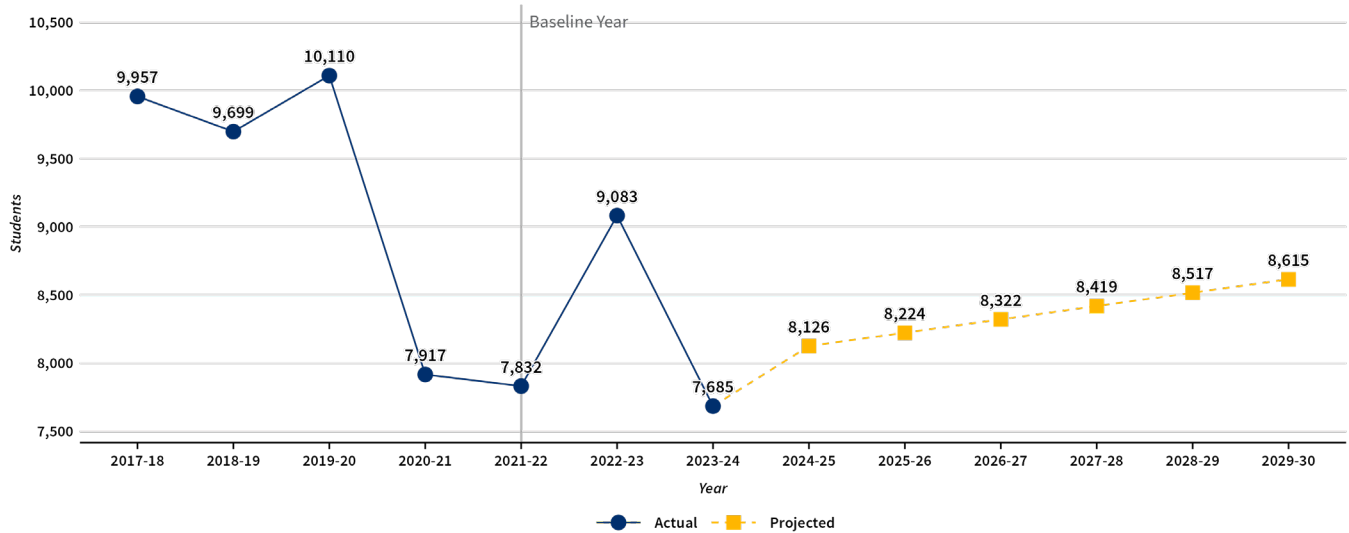
College Promise Grant/BOG Recipient





Outcome 5 Goal: 10% increase in number of students receiving Pell Grants

Pell Grant Recipient





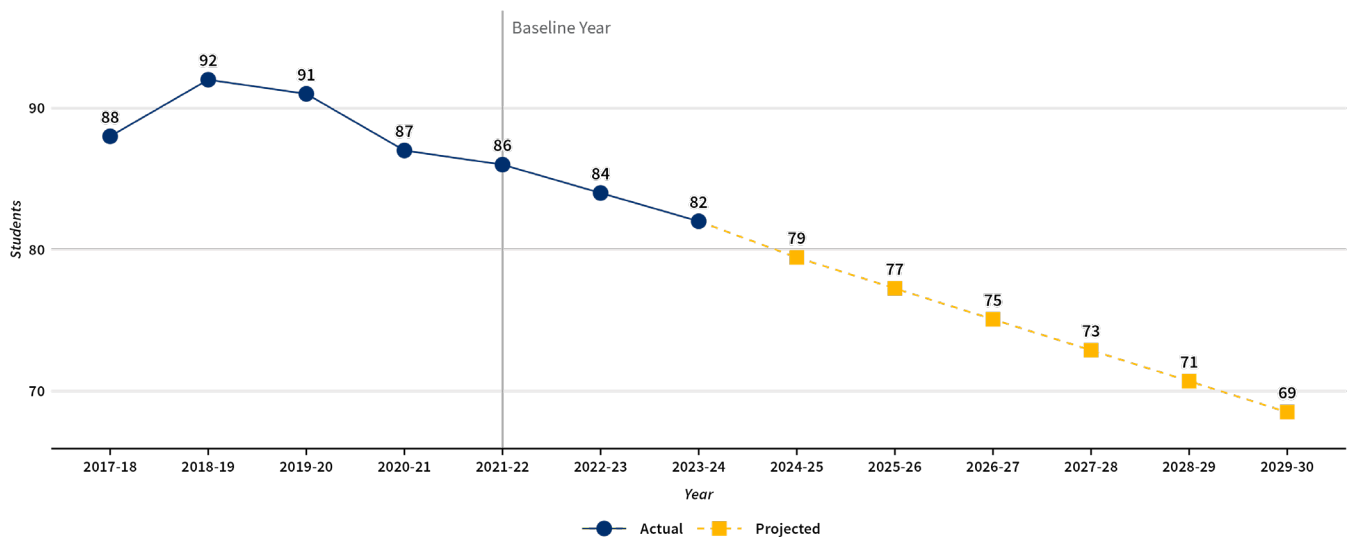
Outcome 6: Reduce Units to Completion

Outcome 6: Reduce Units to Completion

Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT)

Outcome 6 Goal: 10% decrease in number units in excess of 60 to first ADT

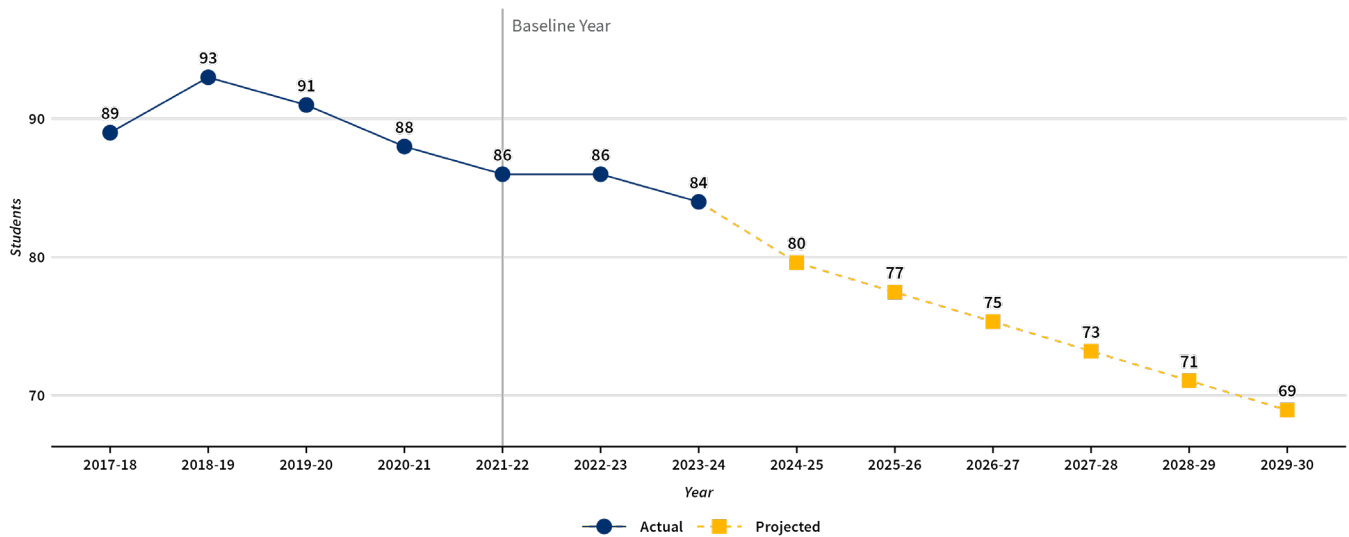
Overall





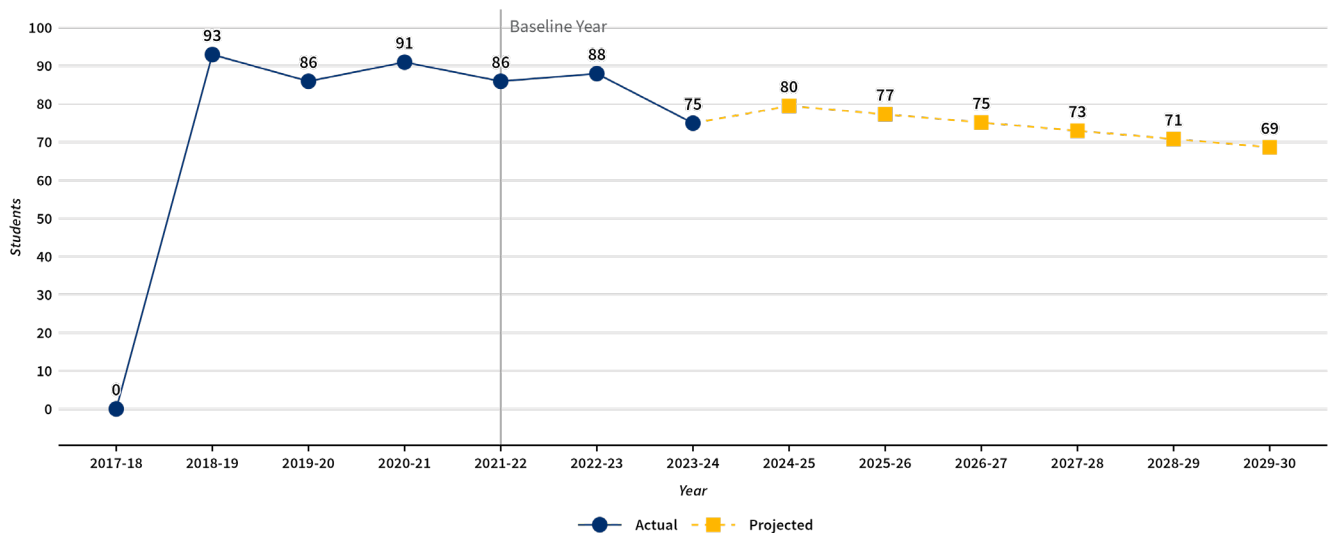
Outcome 6 Goal: 10% decrease in number units in excess of 60 to first ADT

Economically Disadvantaged - Economically Disadvantaged



Outcome 6 Goal: 10% decrease in number units in excess of 60 to first ADT

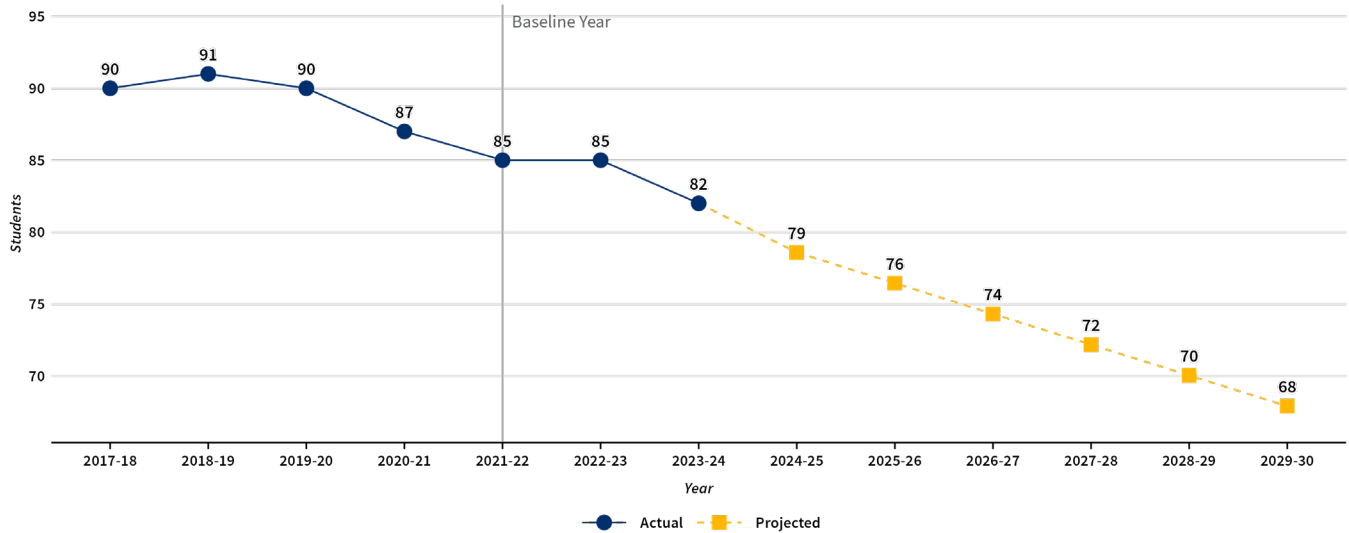
Ethnicity - Black or African American





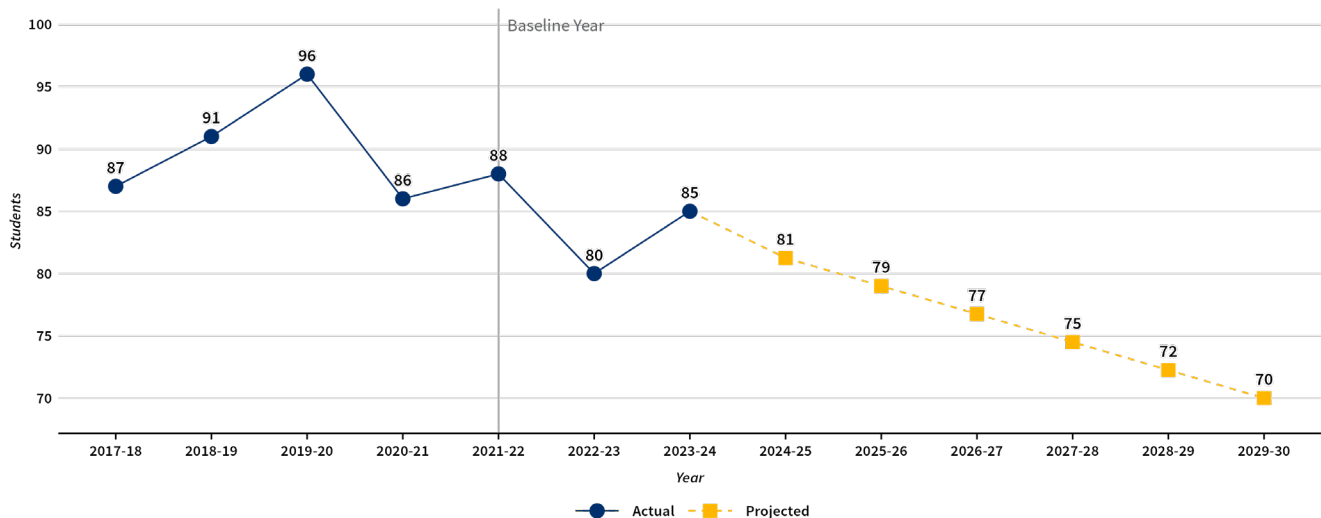
Outcome 6 Goal: 10% decrease in number units in excess of 60 to first ADT

Ethnicity - Hispanic



Outcome 6 Goal: 10% decrease in number units in excess of 60 to first ADT

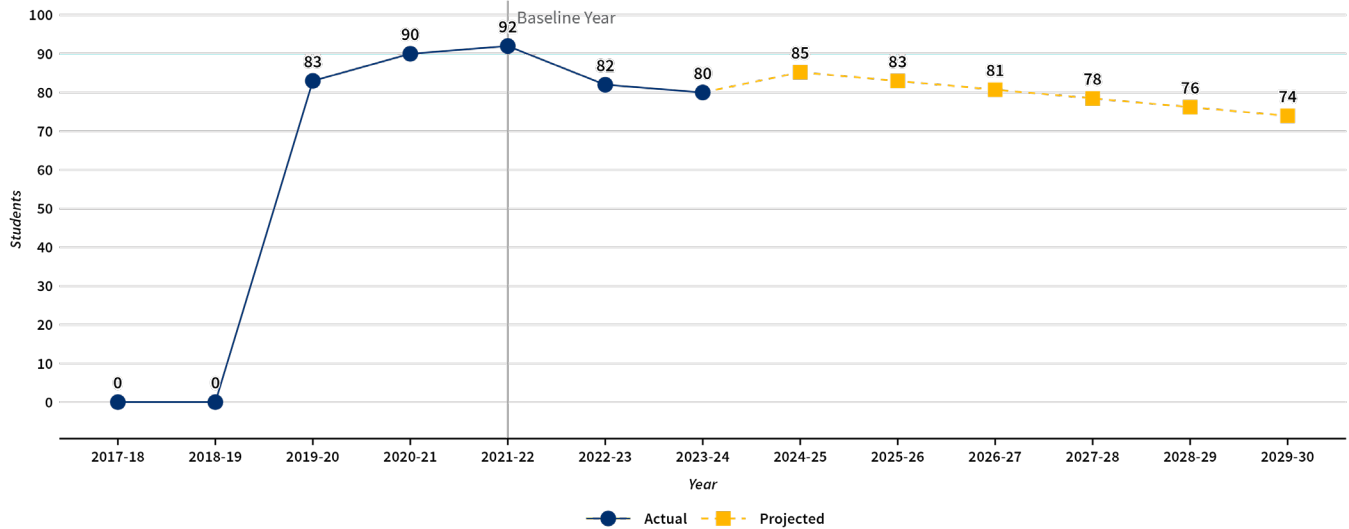
Ethnicity - White





Outcome 6 Goal: 10% decrease in number units in excess of 60 to first ADT

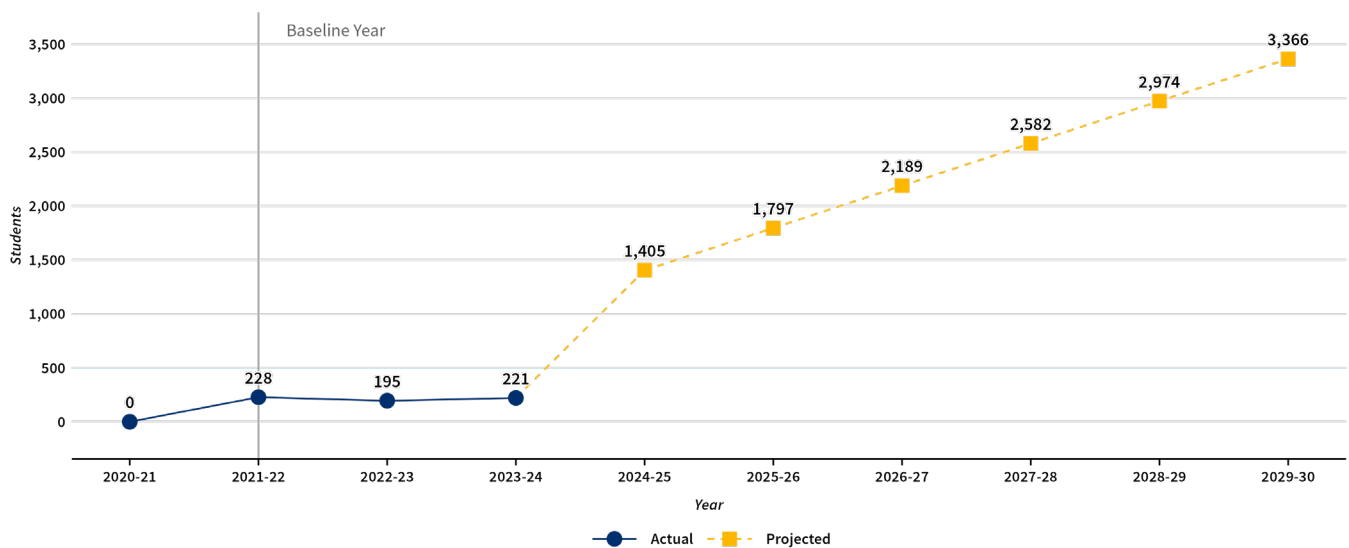
Ethnicity - Two or More Races





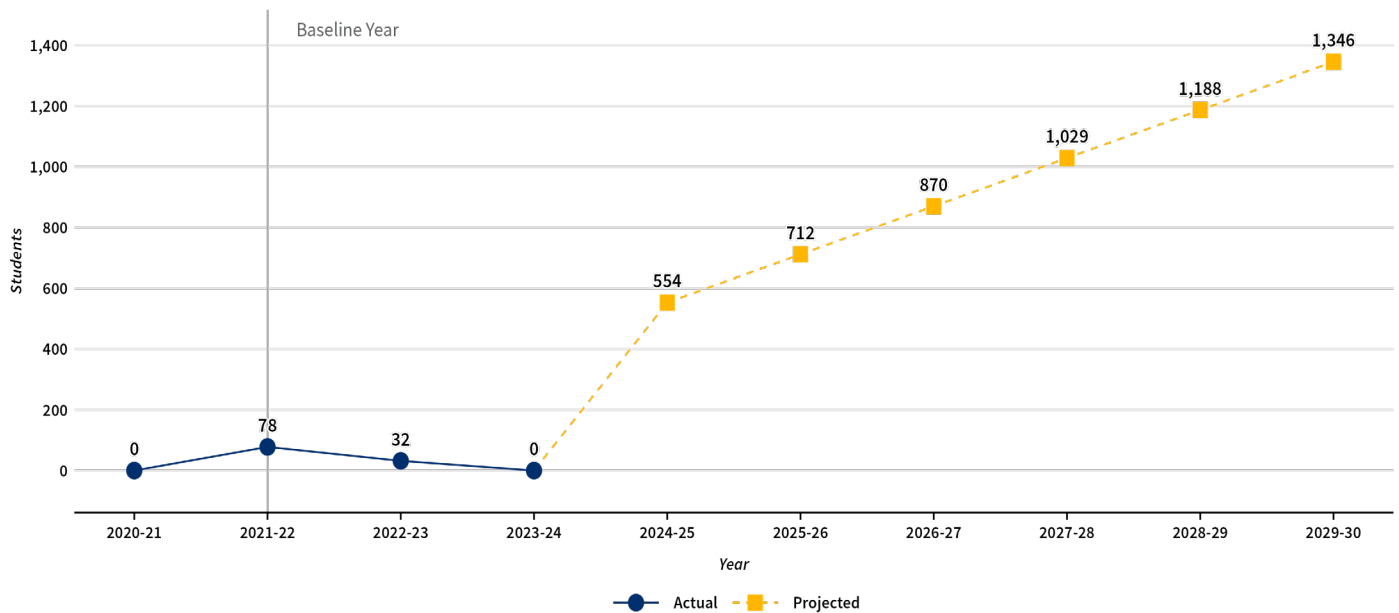
Vision 2030 Protometrics

Outcome Goal: Increase in the number of students who have received at least one (1) credit for prior learning





Outcome Goal: Increase in the number students who have received at least six (6) credits for prior learning at time of award





Appendix B – SEM Course Scheduling Principles

As part of our commitment to strategic enrollment management, Guided Pathways implementation, and institutional effectiveness, it is essential that our course scheduling practices are intentionally designed and regularly evaluated. The following guiding questions are intended to help departments, academic divisions, and enrollment planners critically assess whether course offerings are aligned with student completion goals, resource optimization, and the overall mission of Victor Valley College.

These questions prioritize data verification, equity-centered decision-making, and outcomes-based planning. By grounding our scheduling in verifiable evidence, we ensure that we are not only meeting the academic and programmatic needs of our students but also stewarding institutional resources effectively. This framework also supports the goals outlined in Vision 2030, the Student-Centered Funding Formula, and our college's Strategic Enrollment Management (SEM) plan.

Departments are encouraged to use these questions as a lens during scheduling discussions, curriculum planning, and program review processes. The aim is to create a course schedule that is student-focused, completion-oriented, fiscally sustainable, and strategically aligned with long-term institutional goals.

1. Is there verifiable evidence that our course scheduling is grounded in data and data tools?
2. How does this course scheduling support the achievement of the college's SEM (Strategic Enrollment Management) goals, and what evidence demonstrates this alignment?
3. Is there verifiable evidence that these course scheduling decisions directly align with and facilitate the implementation of the Guided Pathways framework?
4. Is there verifiable evidence that scheduling decisions are informed by SEM planning tools and templates, such as Program Course or Discipline Course Matrices (e.g., Hamid's spreadsheet)?
5. Is there verifiable evidence that our course scheduling meets student program completion requirements for degrees and certificates?



6. Is there verifiable evidence that there is a need to offer these course sections every semester to meet student needs for certificate and degree completion?
7. Is there verifiable evidence that our course scheduling is linked to the budget needs of the college, as demonstrated by full sections and maximum course capacity?
8. Are there too many sections of the course routinely scheduled every term with low fill rates based on data from the last two years?
9. Is there verifiable evidence that this is a high-demand course, as evidenced by a history of sections that are at full capacity?
10. Do course success and retention rates over the last two years meet or exceed college-defined student success standards?
11. Is there verifiable evidence that students are graduating with certificates or degrees in this program based on data from the last 5 years?
12. Is the program offering courses as part of a degree or certificate, but no students have attained a degree or certificate in the last 5 years?
13. Is there evidence that course scheduling practices are closing equity gaps, particularly for disproportionately impacted student groups?
14. Is the selection of course modalities (online, hybrid, in-person) based on student success data, course type, and student preferences?
15. Does course scheduling consider faculty availability, contractual load, and expertise while maintaining programmatic integrity?
16. Are course offerings distributed across time blocks (day, evening, weekend) to maximize access and avoid scheduling conflicts within pathways?
17. Is there documented evidence that room assignments match course enrollment caps and instructional modality needs?

18. Is there evidence that there is a history of cancelling low-enrolled sections early enough so that students can find alternative classes?

