



- ▲ 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 obtainment. 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).

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.

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.



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	<ul style="list-style-type: none"> • 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-Oriented	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • VVC routinely assesses internal and external barriers to operational and institutional excellence. • VVC stimulates replication of exceptional practice.
Resources, Talent	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

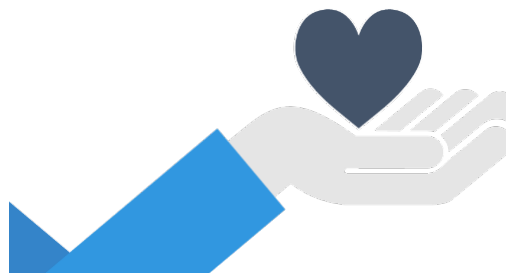
Faculty and staff are introduced to Caring Campus behavioral commitments that are then implemented, hopefully at scale with VVC students. Because of this work, faculty, and staff, are more engaged in the development and implementation of campus-wide interventions, and have a clear understanding of their 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		
<ul style="list-style-type: none"> • Behavioral commitments are being implemented by: <ul style="list-style-type: none"> ○ All (100%) staff ○ 30% of faculty 	<ul style="list-style-type: none"> • Behavioral commitments are being implemented by: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • Behavioral commitments are being implemented by: <ul style="list-style-type: none"> ○ 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		
<ul style="list-style-type: none"> • 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

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

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

FURTHER HORIZON
5+ 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

PROCEED ALONG PATHWAYS

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

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

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

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

- 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
- 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
- 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

- 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
- 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
- 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