Title of SEM Project: **Redesigning Core Institutional Systems to Better Support Student Success**

College/District: Victor Valley College/Victor Valley Community College District

Submitted by: Virginia Moran, Executive Dean of Institutional Effectiveness

Website: [http://vvc.edu/](http://vvc.edu/)

**FAST FACTS**

- Fall 2019 Headcount: 12,833
- Fall 2019 FTES: 4,449.23
- Fall 2018 FTEF: 593.2
- Location: Victorville, CA
- Structure: Single-college district

**BACKGROUND & PURPOSE**

Initially this project was focused on 3 things in need of intentional effort:
- Student-centered scheduling;
- outreach messaging and internal communications; and
- professional development for all workforce members.

While priorities have evolved—particularly in recent months—the main objective of **REDESIGNING CORE INSTITUTIONAL SYSTEMS TO BETTER SUPPORT STUDENT SUCCESS** has not changed. Indeed, the SEM Project Academy enabled significant progress on ensuring integration of institutional plans and priorities: Student Equity and Achievement Plan (SEAP), Educational Master Plan (EMP), Guided Pathways, and (most recently) distance education. In this way, the identified targets in the SEAP are institutionalized across the entire VVC planning portfolio. Specifically, VVC shows consistent gaps among females across all SEAP outcomes (program completion, transfer course completion, retention/term-to-term persistence, successful enrollment); other minoritized groups vary depending on the outcome but include African Americans, Latinx, Foster Youth). As a result of participation in the SEM Project Academy, VVC focused attention on its foundation: Institutional systems, structures, and processes will improve, enabling significant and sustained improvements over time. Students will benefit from teaching and service re-designed for their success, particularly those targeted in various action plans.

**PROCESS & PROCEDURES**

Functional/resource areas represented: Outreach, Instructional Programs, Guided Pathways and Professional Development, Institutional Effectiveness and Research. Integration and Sustained Effort: Data compiled regarding schedule efficiency and program performance over time (i.e., program-course matrices) have been used to support Guided Pathway development, including creation of meta-majors, 2-year course sequence for all award programs, and program maps or “Career and Learning Pathways” for each degree and certificate program.

The SEM Project Academy Team will submit to Executive Cabinet a formal written report with recommendations for institutionalizing the foundational work completed through this project. Following established participatory governance procedures, recommendations will be vetted through College
Council and a new entity will be charged and chartered to develop a strategic enrollment plan for VVC and serve to guide and advise implementation across the college.

OUTCOMES & EFFECTIVENESS
Most of this project has provided education and information to workforce members on core principles and concepts in effective enrollment management. Anecdotal information has been shared regarding the very positive responses people have had to the information, and to learning more about the strategies, practices, and analysis required to be an effective institution.
VVC will continue to generate data with regards all its indicators of institutional effectiveness on a regular basis consistent with the type of data analyzed. For example, course success and retention/persistence on a term basis; completion and other lagging indicators annually. The VVC institutional effectiveness dashboard is currently transitioning to a new platform; all dashboards will continue to include analysis by equity groups.

BENEFITS
VVC’s SEM project will benefit students by providing an entity (Strategic Enrollment Management Committee) that will use SEM-based strategies to develop a student-centered schedule that will offer courses needed for completion on a regular basis within a two-year period. Ultimately, students will be guaranteed availability of all courses to reach completion of their target goals in less time than students have experienced in the past.

In getting to the development of this student-centered schedule, we will provide outreach to students, faculty, and staff to advise them of the purpose and methods of our new way of scheduling classes. We will also provide professional development to faculty and staff that allows them to use SEM-based strategies and the advisability of doing so. We will strive for an understanding by students, faculty, and staff of how SEM and Guided Pathways will interact to promote persistence, retention, and completion. Training has already been implemented for Department Chairs and program matrices developed for a clear overview of programmatic success/efficiency. Chairs now have a clearer understanding of how their programs and scheduling can be more efficient and serve students’ needs. More training is needed to provide understanding of how SEM integrates with Guided Pathways, our developing Educational Master Plan, and SEAP.

LESSONS LEARNED
Challenges identified and addressed:
Resistance from Department Chairs to a new way of doing things; suspicion that SEM will be used to get rid of low-enrolled programs and classes – We have provided professional development to Department Chairs to reassure them that the purpose of this project is not to be punitive or to cancel programs/classes but to work more efficiently and to provide students with schedules that meet their needs. Many Department Chairs have a better understanding and are interested in using data provided by their program matrices to more efficiently schedule courses and to provide a schedule where students can complete their goals and the college can work more efficiently.
An unforeseen challenge is the budget cuts we will incur based on the ongoing Coronavirus pandemic. Now, more than ever, it is important to ensure that we are operating at the highest level of efficiency we are capable of and to ensure that our students, faculty, and staff understand that SEM (along with Guided Pathways and the EMP) is one way that we can continue to provide our community with the opportunities that higher education provides to transform lives and shore up the workforce.

NEXT STEPS
Our next steps include using program matrices to develop program maps for use with our newly identified Academic and Career Pathways for implementation of Guided Pathways; development of recommendations for Cabinet for the creation of a participatory governance structure to implement the strategic use of program data, matrices, and pathways to develop a student-centered schedule; full alignment of SEM, Guided Pathways, and EMP and communication of such to the campus community; outreach and communication to the campus and the greater High Desert community to inform and reassure them that VVC is a unified goal-driven, functioning college which provides our community a clear understanding of what we do, who we serve, and how we can be the provider of pathways to a career.