

Vision for Success: State Chancellors Office	Current PCCD Data on State Goals	A. Advance Student Access, Equity, and Success	B. Engage and Leverage Partners	C. Build Programs of Distinction	D. Strengthen Accountability, Innovation and Collaboration	E. Develop and Manage Resources to Advance Our Mission
Goal One: Completion						
Over five years, increase by at least 20 percent the number of CCC students annually who acquire associate's degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	Use 2016-17 as the baseline year, we have increased by 9% total awards (AA, AS, ADTs, and Certificates of Achievement) and increased by 5% Chancellor Office Approved awards (does not include Certificates of Proficiency where units are less than 16 units and Non Credit Certificates). To meet the five year goal, we will need to increase the number of awards by 443.	<ol style="list-style-type: none"> 1. Complete the development of OnePeralta by December 2019. Focus priorities immediately on all technology and in person customer service areas that students experience, including: registration, customized CCC apply, SEPs, Online Education (CANVAS), and Degree audits. 2. Implement a proactive ongoing technology Professional Development training to train all Information Technology (IT) staff users at every campus to stay current with technology. 3. Support colleges' timely adoption of Guided Pathways and Starfish. 4. Work to improve and streamline to support the PCCD registration process by Fall 2019. 5. Enhance and customize Power BI to meet the needs of users for enrollment management at the colleges. 6. Work to improve and streamline the PCCD registration process by Fall 2019. Place greater emphasis and resources to support learning. 7. Create a system to identify, track, and retain students who meet the criteria of performance base funding (special populations and those near completion). 	<ol style="list-style-type: none"> 1. Continue to work with CCC Technology Center to support better student onboarding experience and analyze results to see how it relates to program completion. 2. Colleges work with high schools, 4 year institutions and industry partners to create seamless pathways for completion of the programs and CE skill attainment. 3. District and colleges' strengthen partnership with the Promise program supporters by enhancing recruitment, admission/registration, and overall onboarding process. 	<ol style="list-style-type: none"> 1. Complete the implementation of effective operational software applications by promoting user adoption (i.e.: 25Live; Office 365), as well as further develop Academic Student Support Programs, both online and face to face. 2. Using the Guided Pathways model, colleges' will develop programs that meet the needs of our students (SEP) and the industry. 3. Colleges utilize information from the comprehensive Program Review, conduct program completion and trend analysis on existing programs to determine programs that demonstrate viability. 4. Ensure academic programs and student services areas have appropriate resources to support student completion. 5. Make a commitment to greater collaboration between student services and academic affairs. 	<ol style="list-style-type: none"> 1. District and colleges collaboratively improve matriculation process for students' to achieve completion of degrees and certificates. 2. The District conducts a comprehensive & well-organized SWOT analysis and/or Business Process Modeling (BPM) to identify areas needed for improvements and innovation and support these by effective IT project management methods. 3. Ensure collaboration and communication through the shared governance process to inform decision making in an effective and timely manner. 	<ol style="list-style-type: none"> 1. Providing resources needed to support students' successful completion of the degrees and certificates.
Goal Two: Transfer						
Over five years, increase by 35 percent the number of CCC students system-wide transferring annually to a UC or CSU.	In 2017-18, the number of Peralta students transferring increased by 2% to last year. This was a drop in the trend to 2016-17 when number of transfers increased by 15.6%. In order to meet the 35% increase in transfers, District-wide we will need to transfer an additional 439 students.	<ol style="list-style-type: none"> 1. Develop process for auto awarding degrees. 2. Increase the number of ADTs (Associate Degree for Transfer) we offer. 3. Develop and establish partner pathways with four-year transfer institutions. 	<ol style="list-style-type: none"> 1. Colleges increase the number of ADTs. 2. Colleges develop, where relevant and where there are demands, 2+2+2 pathways that lead to transfer to UC and/or CSU. 	<ol style="list-style-type: none"> 1. Colleges include High Schools, Adult Schools and other educational and community partners in the Guided Pathways process, identify commonly shared "success factors" for transfer among partners. 	<ol style="list-style-type: none"> 1. Colleges successfully implement Guided Pathways model to ensure that students experience each of the four stages of Guided Pathways successfully and achieve transfer to UC and/or CSU. 	<ol style="list-style-type: none"> 1. District and colleges streamline and improve technical and business operations to enhance positive experiences for students that lead to retention and successful transfer to UC and/or CSU.
Goal Three: Decrease Units						
Decrease the average number of units accumulated by CCC students earning associate's degrees from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.	Our current estimate in reviewing associate degrees conferred for 2017-18 shows on average our students have 93 cumulative units. We will reduce it by 14 units over the next 5 years.	<ol style="list-style-type: none"> 1. Implement a degree planner and an audit system by Spring 2020. 2. Ensure 100% of students have accurate S.E.P.s (Student Educational Plan) by Spring 2020. 3. Colleges increase development of ADTs by four (4) each academic year. 4. Through Guided Pathways, colleges' develop or revise high unit degrees to focus on well-sequenced pathway programs by Fall 2020. 5. Better educate students regarding the financial aid implications of high unit accumulation. 		<ol style="list-style-type: none"> 1. Increase the frequency and consistency of District-wide professional development training for counselors and advisors to ensure all students are receiving accurate, timely, and consistent information. 2. Develop a District wide policy and procedures manual for advisement. 	<ol style="list-style-type: none"> 1. Colleges commit to clear sequencing of programs for students to follow and complete in a timely fashion. 	<ol style="list-style-type: none"> 1. District and colleges review and rethink curriculum processes to be more streamlined and collaborative. Eliminate unnecessary process or procedures so that faculty, staff and administrators can focus on the review, revision, or development of programs with reasonable units for completion.
Goal Four: Career Ed.						

<p>Increase the percent of exiting career technical education students who report being employed in their field of study from the most recent statewide average of 60% to an improved rate of 69%—the average among the quintile of colleges showing the strongest performance on this measure.</p>	<p>Peralta's current average is 56.2% based upon the most recent data reflected in the CTEOS survey. Over the next 5 years, we will increase by 12.8% or more.</p>	<ol style="list-style-type: none"> 1. Colleges will align CE curriculum with industry required skills so that PCCD students are industry-ready upon completion of the programs. 2. Colleges utilize active CE advisory committees to create employment pathways. 	<ol style="list-style-type: none"> 1. Leverage partnerships with local companies like Facebook, Apple, Google etc. to prepare students, acquire in-demand skills and/or internships. 2. Colleges use LMI (Labor Market Index), Center for Excellence, SWP data source to ensure that CE course offerings and programs at the colleges are in alignment with the regional industry and occupation needs. 3. Colleges develop partnership with industry and other partners to increase internships in related fields of study. 4. District partnership with the SWP or CCC to create accurate and easy data access to students' employment data. 	<ol style="list-style-type: none"> 1. Colleges offer flexible class schedules (when students need them) that allow students to complete CE certificate programs with room to engage in work-based learning or internships 2. Colleges increase number of CE courses in demand by the industry, creating educational and career pathways to employment. 	<ol style="list-style-type: none"> 1. Colleges strengthen strategic industry and educational partnerships in CE area to increase work-based learning opportunities while at CCCs to increase job attainment rate upon completion of the program. 	<ol style="list-style-type: none"> 1. District provides colleges support by enhancing its research, IT and data access capacity particularly for CE. Align data needs with the SWP and other state-wide indicators to eliminate unnecessary detours to get to the data. 2. District partners with the CCCCO and other state-wide agencies to develop mechanisms to obtain employment data of our students.
<p>Goal Five: Equity Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40% within 5 years and fully closing those achievement gaps within 10 years.</p>	<p>In reviewing the equity gaps in for degree completions, COA's disproportionate impact study in 2016-17 showed a higher disproportionate impact in African American, White and students with more than one race. For transfers, there was an improvement in the African American, Hispanic, and Pacific Islander student populations. Institutional research will conduct a 2016-17 districtwide disproportion study to review the measures listed above to serve as a baseline. They will also analyze the 2017-18 data. We will utilize all four colleges data to identify equity gaps for degree completion.</p>	<ol style="list-style-type: none"> 1. Adopt and integrate CCC Technology initiatives like MyPath to improve application process. 2. Implement technology and processes that increase FAFSA Application completion and shorter award time for Pell Grants and other funds. 3. Increase Degree and certificate completion for underserved populations through Guided Pathways, Starfish, and learning communities. 4. Conduct a Competitive pay analysis (Bay 10) to assess where our faculty and staff salaries fall in order for us to ensure the ability to hire skilled employees (districtwide competency hiring). 5. Create a succession plan to respond to employee retirement (knowledge share). 6. Develop a staffing plan that will maximize service coverage. 	<ol style="list-style-type: none"> 1. Continue to work with CCC Technology Center to support better student onboarding experience and analyze results to see how it relates to program completion. 2. Conduct fundraisers and leverage partnerships to address unmet needs for underserved student populations. 	<ol style="list-style-type: none"> 1. Colleges utilize Guided Pathways model to identify in-demand programs, and introduce the pathways early on to middle school, high school, and/or adult learners to onboard them through bridge programs to the colleges. 	<ol style="list-style-type: none"> 1. Provide District-wide culturally sensitive customer service training for Business Services, Financial Aid, HR, Admissions & Records, Counseling, and front-line staff. 2. District and Colleges focus on professional development to address achievement gap elimination. 	<ol style="list-style-type: none"> 1. District and colleges commit to providing an educational environment that is conducive to students' learning, including enhanced and current technologies in the classrooms and labs (particularly in CE area). 2. Reprioritize Districtwide facilities repairs to respond to health safety and compliance requirements (including preventative maintenance plans). 3. District and colleges commit to safety and health standard in the learning spaces for students (particularly in CE areas). Allocate funding and resources to address outstanding safety and health facilities requirements. Address all state-mandated repairs and make all buildings meet state code.