PCCD District-wide Education Committee

Tentative Goals for 2013-14

|  |  |  |
| --- | --- | --- |
| **2013-2014 DEC Goal** | **PCCD Strategic Goal** | * 1. **Institutional Outcome** |
| 1. Review progress in meeting District-wide Target of 18,830 FTES and make recommendations for improvement in meeting the target. | 1. Advance Student Access, Equity, and Success and   E. Develop and Manage Resources to Advance Our Mission | A.1. Student Access: Focus access on programs and course offerings in the essential areas of basic skills, CTE (Career Technical Education), and transfer; and stay within range of the state-funded allocation by achieving resident enrollment of 18,830 FTES (Full-Time Equivalent Students). Provide educational opportunities by increasing local student outreach, distance education, and international education.  E.1. FTES Target: Achieve resident FTES (Full Time Equivalent Students) enrollment target within the state-funded allocation for the District of 18, 830 FTES and attain a productivity level of at least 17.5 FTESD per FTEF as part of a specified FTEF allocation. |
| 1. Monitor, analyze, and make recommendations regarding Student Success in Completion of Degrees and Certificates | 1. Advance Student Access, Equity, and Success | A.1. Student Access: Focus access on programs and course offerings in the essential areas of basic skills, CTE (Career Technical Education), and transfer; and stay within range of the state-funded allocation by achieving resident enrollment of 18,830 FTES (Full-Time Equivalent Students). Provide educational opportunities by increasing local student outreach, distance education, and international education.  A.2. Student Success: Support Student Success Act of 2012 (SB1456), including requiring students to complete core matriculation services; to declare a course of study early; and to provide orientation, assessment, counseling, advising and other student education planning services. Increase coordination among colleges and align course offerings to meet student needs. |
| 1. Monitor, analyze, and make recommendations regarding Student Success in Completion of Transfer-ready and Basic Skills Curriculum | 1. Advance Student Access, Equity,   and Success | A.1. Student Access: Focus access on programs and course offerings in the essential areas of basic skills, CTE (Career Technical Education), and transfer; and stay within range of the state-funded allocation by achieving resident enrollment of 18,830 FTES (Full-Time Equivalent Students). Provide educational opportunities by increasing local student outreach, distance education, and international education.  A.2. Student Success: Support Student Success Act of 2012 (SB1456), including requiring students to complete core matriculation services; to declare a course of study early; and to provide orientation, assessment, counseling, advising and other student education planning services. Increase coordination among colleges and align course offerings to meet student needs.  A.3. Student Success: Support Student Success Act of 2012 (SB1456), including requiring students to complete core matriculation services; to declare a course of study early; and to provide orientation, assessment, counseling, advising and other student education planning services. Increase coordination among colleges and align course offerings to meet student needs. |
| 1. Monitor, analyze, and make recommendations regarding Students completing the   Student Success and Support Program core services. | 1. Advance Student Access, Equity,   and Success | A.2. Student Success: Support Student Success Act of 2012 (SB1456), including requiring students to complete core matriculation services; to declare a course of study early; and to provide orientation, assessment, counseling, advising and other student education planning services. Increase coordination among colleges and align course offerings to meet student needs.  A.3. Student Success: Continue to implement institutional, instructional, assessment, and student support to improve the successful progress of students through basic skills/foundation course sequences by 2014-2015. Implement new assessment methods to maximize the number of students who can skip basic skills and go directly to college-level courses. |
| 1. Track progress of Colleges in preparing their Institutional Self-Evaluations for Spring 2015. | D. Create a Culture of Innovation and  Collaboration | D.3. Institutional Effectiveness: Evaluate and validate accreditation standards, strategic planning process, and all master planning documents and continue to improve the Planning and Budgeting Integration Model.  D.4. Collaboratively Complete Program Reviews and Annual Program Updates: Ensure outcomes and assessment are ongoing, systematic and used for continuous quality improvement at the course, program and institutional levels in a collaborative manner by using program reviews and annual program updates in administrative, instructional and student services to improve student learning and student success. |
| 1. Monitor, analyze, and make recommendations regarding student success in achieving learning outcomes at course, program, and institutional levels. | 1. Advance Student Access, Equity, and Success   C. Build Programs of Distinction  D. Create a Culture of Innovation and  Collaboration  E. Develop and Manage Resources to  Advance Our Mission | A.3. Student Success: Support Student Success Act of 2012 (SB1456), including requiring students to complete core matriculation services; to declare a course of study early; and to provide orientation, assessment, counseling, advising and other student education planning services. Increase coordination among colleges and align course offerings to meet student needs.  C.1. Uniquely Designed Programs: Continue to support programs and services that are exemplary, innovative designs to substantially improve student success.  D.4. Collaboratively Complete Program Reviews and Annual Program Updates: Ensure outcomes and assessment are ongoing, systematic and used for continuous quality improvement at the course, program and institutional levels in a collaborative manner by using program reviews and annual program updates in administrative, instructional and student services to improve student learning and student success.  E.4. Support Quality Instruction: Ensure that students receive the highest levels of educational quality possible, through investments in materials, equipment, and teaching and learning innovation. |
| 1. Review college recommendations for hiring faculty and classified staff and make recommendations to the Planning and Budgeting Council. | 1. Advance Student Access, Equity, and Success   E. Develop and Manage Resources to  Advance our Mission | A.1. Student Access: Focus access on programs and course offerings in the essential areas of basic skills, CTE (Career Technical Education), and transfer; and stay within range of the state-funded allocation by achieving resident enrollment of 18,830 FTES (Full-Time Equivalent Students). Provide educational opportunities by increasing local student outreach, distance education, and international education.  A.3. Student Success: Support Student Success Act of 2012 (SB1456), including requiring students to complete core matriculation services; to declare a course of study early; and to provide orientation, assessment, counseling, advising and other student education planning services. Increase coordination among colleges and align course offerings to meet student needs.  E.4. Support Quality Instruction: Ensure that students receive the highest levels of educational quality possible, through investments in materials, equipment, and teaching and learning innovation. |