GOALS

Goal A. Clarify Student Pathways
Key Performance Indicators for Goal A: • Number of pathways/meta-majors approved • Percent of programs fully mapped • Percent of survey respondents who indicate familiarity with available pathways
A.1. Create accessible pathways and meta-majors informed by data[1] ensuring that student completion[2] is the primary basis of course and program development.[M-1, M-2, M-3, V-2, V-3, V-4, EA-2] Vice President, Instructional Services; June 2019
A.2. Communicate pathways, meta-majors, and potential occupational and educational outcomes *internally* to credit and noncredit students and campus constituencies.[M-1, M-2, M-3, M-4, M-5, M-6, M-7, V-2, V-5, IA-2, IA-3, IA-5] Vice President, Instructional Services; ongoing
A.3. Communicate pathways, meta-majors, and potential occupational and educational outcomes *externally* to high school students and counselors as well as universities, workforce partners, and the community.[M-1, M-2, M-3, M-4, M-5, M-6, M-7, V-2, V-5, IA-2, IA-3, EA-4] Vice President, Student Services; ongoing
A.4. Analyze labor market information regularly and systematically to support the development of new CTE programs meeting student and industry needs and the currency of existing CTE programs.[M-6, EA-2, EA-4] Dean of Research, Planning & Grants; June 2019

[1] Data sources may include ADT and UC transfer pathways, state and regional labor market data forecasts, regional and city plans, trends in student need based on regional and city K-12 data, and results of student surveys and focus groups.

[2] Student completion includes degree or certificate completion, transfer to four-year institutions, and building skills for career improvement and advancement.

Goal B. Facilitate Student Entry into Pathways

Key Performance Indicators for Goal B:
- Number of students with identified pathways/meta-majors
- Student access equity measures
- Percentage of applicants who enroll
- Percentage of noncredit students transitioning to credit

B.1. Promote access by expanding outreach to prospective traditional and nontraditional students, including expansion of dual enrollment partnerships and effective use of branding. [V-3, IA-2, IA-3, EA-2, EA-3] Vice President, Student Services; ongoing

B.2. Enhance processes and technological tools to assist students in choosing pathways, including increased access to counseling at all locations and online. [V-3, IA-1, IA-5, EA-2, EA-5] Vice President, Student Services and Chief Information Systems Officer; December 2020

B.3. Maximize accessibility into appropriate pathways through class scheduling and improved student awareness of scheduling patterns and pathways. [V-3, IA-1, IA-5] Vice President, Instructional Services; ongoing

B.4. Improve the effectiveness of external and internal communication about the value of college, its relationship to job and transfer opportunities, and the value of GCC programs. [M-3, M-5, M-6, IA-3, IA-5, EA-4] Vice President, Student Services; ongoing

B.5. Improve course placement (e.g., multiple measures assessment, corequisite remediation, articulation from noncredit and high school) and student transition from precollege to college-level courses. [M-2, M-4, V-3, EA-2] Vice President, Student Services and Vice President, Instructional Services; ongoing

Goal C. Help Students Stay on Pathway

Key Performance Indicators for Goal C:
- Average units earned in first term and first year (AACC)
- Average units earned in pathway in first year (AACC)
- Percentage of students passing gateway math and English courses in first year (AACC)
- Persistence from Fall to Spring and Fall to Fall (AACC)
- Average percentage of college-level units completed in first year (AACC)
- Student Success Scorecard Remedial/ESL Rates
- Student Success Scorecard Transfer Level Achievement Rates
- Student Success Scorecard Persistence Rate
- Student Success Scorecard 30 Unit Rate
- Number of noncredit certificates awarded
- Use of specific Navigate tools by instructors to track and evaluate student progress

C.1. Explore alternative curricular methods to improve student retention and progress (e.g., backwards design, competency-based education, assessment of prior learning). [V-1, V-3, M-3] Vice President, Instructional Services; June 2019

C.2. Improve student engagement through increased support for student life at all campuses (e.g., student clubs and campus events, as well as other collaborative efforts and activities). [M-3, V-3] Vice President, Student Services; ongoing

C.3. Investigate the use of and implement achievement coaches (e.g., student services technicians) to improve student retention and progress. [M-3, V-3] Vice President, Student Services; June 2019

C.4. Improve student retention through early alert, intrusive interventions, flexibility of pathways, and improved awareness of services available to students. [V-3, IA-1, IA-5] Vice President, Student Services; June 2019

C.5. Expand online student support services. [V-3, IA-5, EA-5] Vice President, Student Services; June 2019

C.6. Lower costs associated with being a student (e.g., Open Educational Resources, implementing the California College Promise). [EA-2] Vice President, Instructional Services; ongoing

Goal D. Ensure Student Learning

Key Performance Indicators for Goal D:
- Achievement gaps in completion by student group (AACC, CCCCO Vision for Success)
- Number of students completing degrees, certificates, skill awards, or acquiring skill sets (CCCCO Vision for Success)
- Number of students transferring annually to UC or CSU (CCCCO Vision for Success)
- Average units completed of degree completers (CCCCO Vision for Success)
- Percentage of exiting students employed in their field of study (CCCCO Vision for Success)
- Student Success Scorecard Degree/Transfer Completion Rate
- Student Success Scorecard CTE Rate
- Student Success Scorecard CDCP Rate

D.1. Reduce gaps in achievement, learning, and completion among student groups to ensure equity and improve outcomes.[M-3, IA-5, EA-3] Vice President, Instructional Services and Vice President, Student Services; ongoing

D.2. Increase dialog about learning outcomes and use assessment results to ensure strong linkage to Institutional Learning Outcomes, meta-majors, and expectations of employers and transfer institutions.[M-2, M-5, M-6, M-7, V-5] Vice President, Instructional Services; December 2018

D.3. Invest in innovation and professional development for student services and instructional pedagogy (e.g., active learning, contextualized learning, project-based learning, culturally relevant pedagogy) for student engagement, learning, and retention.[V-1, V-3, V-5, M-2, M-3] Vice President, Instructional Services and Vice President, Student Services; ongoing

D.4. Work with K-12, noncredit, and transfer partners to maximize matriculation, articulation, and applicability of credits.[M-2, M-5, V-3, V-4] Vice President, Instructional Services; ongoing

D.5. Increase effectiveness of distance education, including improving student access to it and the support of faculty in content creation, online pedagogy, alignment with statewide online education standards, and instructional design.[EA-1, EA-5] Vice President, Instructional Services; ongoing

Goal E. Improve Operational Effectiveness

Key Performance Indicators for Goal E:
- Employee satisfaction with professional development
- Faculty/staff perception of process efficiency
- Student satisfaction with facilities
- Efficiency metrics
- Number of classrooms upgraded to current standards

E.1. Integrate enterprise systems to increase efficiency in areas such as budgeting, personnel evaluation tracking, etc.[EA-5] Executive Vice President, Administrative Affairs; December 2024

E.2. Increase employee awareness of available resources and services for students so students are directed appropriately. [V-3, IA-1, IA-5] Vice President, Instructional Services and Vice President, Student Services; ongoing

E.3. Clarify resource allocation process and more tightly integrate the processes with planning and budgeting.[IA-4] Executive Vice President, Administrative Affairs and Dean of Research, Planning, & Grants; December 2018

E.4. Increase and improve professional development opportunities for faculty, staff, and students to develop technology skills and other topics prioritized by the Institutional Master Plan.[EA-1, EA-5] Vice President, Instructional Services; ongoing

E.5. Evaluate and maintain the currency and security of technology available to students and employees, including expanded support of BYOD ("bring your own devices").[EA-5] Chief Information Systems Officer; ongoing

E.6. Maintain and improve learning spaces in all buildings.[IA-4] Executive Vice President, Administrative Affairs; ongoing

E.7. Ensure safe, student-friendly, clean, functional, and physically accessible campuses for students (e.g., signage, directories, and working with bus schedules).[IA-4] Executive Vice President, Administrative Affairs; ongoing

E.8. Ensure effective implementation of automatic awards.[M-1, M-3] Vice President, Instructional Services; June 2020