PC
PORTERVILLE COLLEGE

Strategic Plan
2025-2028

Start Small. GO BIG!

VISION 2030

A Roadmap for California Community Colleges

Vision 2030 continues California Community Colleges' commitment to set bold goals for the system to pursue transformational change to ensure institutions truly work for all students across race, ethnicity, religion, class and gender with a focus on students who are harmed by persistent systemic barriers linked to their racial and ethnic identities.

Goal 1: Equity in Success
Ensure the academic and career success of all Californians who are current and prospective California community College Students.

Goal 2: Equity in Access
Broaden the opportunities for all Californians to participate in higher education by starting or continuing their higher education at a California Community College.

Goal 3: Equity in Support
Partner with other systems, agencies, institutions and community-based organizations to provide student the academic, financial, and social supports necessary to thrive by taking education opportunities and the accompanying support to Californians.

Vision 2030 Outcomes:

Outcome 1: Completion
Increase with equity the number of California community college students who complete a meaningful educational outcome.

Outcome 2: Baccalaureate Attainment
Increase with equity the number of California community college students attaining a baccalaureate degree.

Outcome 3: Workforce Outcome
Increase with equity the number of California community college students who earn a living wage.

Outcome 4: Student Participation
Increase, with equity the number of students attending a California community college, with particular emphasis on the number of underserved Californians.

Outcome 5: Maximizing Financial Aid
Increase with equity the number of California community college students receiving state and federal aid for which they are eligible to better support their educational journey.

Outcome 6: Reduce Units to Completion
Decrease with equity the number of units in excess of 60 units for the Associate Degree for Transfer (ADT).

CONTENTS

Four Pillars of Guided Pathways

Create clear curricular pathways to employment and further education.

Help students choose and enter their pathway.

Help students stay on their path.

Ensure that learning is happening with intentional outcomes.

NOTE: This document displays icons next to each objective representing which of the **6 California Community College Vision 2030** outcomes and which of the **Four Pillars of Guided Pathways** each objective corresponds with**.** See the graphics on this page for a key to these icons.

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President's Message
Primavera Monarrez, PC Interim President

The 2025 Porterville College Strategic Plan is the culmination of extensive collaborative efforts, involving the Strategic Planning Committee and other campus consituencies. Over the course of a year, we engaged with our diverse campus and community stakeholders to identify key priorities and develop actionable goals. This plan is endorsed by the College Council, a body dedicated to fostering collaboration, strategic planning, and advising the president on institutional policies.

This plan aligns with the Four Pillars of Guided Pathways as well as the California Community Colleges' Vision 2030, emphasizing student success and equity. It tracks student progress throughout the college journey, from initial enrollment to key milestones, degree and certificate completion, transfer, and improved economic outcomes. The data presented highlights both our achievements and our ongoing commitment to enhancing student and community services.

Beyond student success and equity, this plan addresses additional goals and objectives, such as community engagement and organizational effectiveness. These areas are essential to ensuring Porterville College remains a vital institution that reflects and serves the needs of our diverse community.

As Porterville College approaches its centennial anniversary, we aspire to be the first choice for our region's residents as they embark on their educational journeys. We envision a future where our students are empowered to **DO BIG THINGS**, achieve their goals, and make a positive impact on their communities.

Sincerely,

Primavera Monarrez
Interim President

COMMITTEE MEMBERSHIP

PC PORTERVILLE COLLEGE

College Council

Rebecca Baird
Academic Senate President

Kim Behrens
Associate Dean of Health Careers

Marie Braidi
Director, Enrollment Services

Manuel Caceres
Director, Information Technology

Michael Carley
Director, Institutional Research

Stephanie Cortez
Division Chair, Career Education

Osvaldo Del Valle
Dean of Instruction

Reagen Dozier
Director, Student Success Programs (MESA)

Vickie Dugan
Division Chair, Kinesiology

Chris Ebert
Reference Librarian

Leonardo Ezpinosa
Safety and Security Manager

Matthew Flummer
Division Chair, Social Sciences

Nick Griffith
Director Career Education

Kendra Haney
Division Chair, Natural Sciences (co-chair)

Tiffany Haynes
Director, Financial Aid

Ethan Hartsell
Division Chair, Fine & Applied Arts

Fernando Jiminez
Executive Director, Maintenance & Operations

Elizabeth Keele
Division Chair, Health Careers

Jeff Keele
CCA Campus Chair

Melissa Long
Division Chair, Language Arts

Michelle Miller-Galaz
Dean of Instruction

Primavera Monarrez
Interim President

Stephanie Olmedo-Hinde
Interim Dean, Student Success and Counseling

Ian Onizuka
Division Chair, Mathematics

Patricia Serrato
Division Chair, Student Services

Tashina Pearson
Director, Human Resources

Roger Perez
Director, Communications & Community Relations

Jasmin Quiñones
Director, Student Success and Equity

Thad Russell
Vice President, Instruction (co-chair)

Jacob Sandoval
Program Manager, Student Life and Leadership

Shauna Williams
CSEA President (co-chair)

Erin Wingfield
Interim Vice President, Student Services

Strategic Planning Committee

Marie Braidi
Director, Enrollment Services

Mallory Brown
Learning Center Technician

Michael Carley
Director Institutional Research (chair)

Osvaldo Del Valle
Dean of Instruction

Manuela Haberkorn
Professor, Nursing

Jodie Logan
Administrative Assistant

Melissa Long
Professor, English

Selena Monzon
Student, ASPC President

Joe Romero
Learning Center Technician

Patricia Serrato
Division Chair, Student Services

"We are committed to helping our students thrive by mapping clear pathways to certificate and/or degree completion that will transform aspirations into achievements."

Erin Wingfield,
Interim Vice President
of Student Services

MISSION/VISION

OUR MISSION: With students as our focus, Porterville College provides our diverse local communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

In support of our values and philosophy, Porterville College will:
- Provide quality academic programs to all students.
- Provide comprehensive support services to help students achieve their personal, career and academic potential.
- Prepare students for transfer and success at four-year institutions.
- Provide courses and training to prepare students for employment or to enhance skills within their current careers.
- Provide comprehensive support systems tailored to each student's skill level.
- Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

OUR VALUES: Porterville College's core values define the character of the institution and are active ingredients in all that the College does. Through our commitment to these values the College can better serve and be more responsive to its students, staff, and community:

- *Participation* - fostering and encouraging the involvement of staff and students in campus activities and the various aspects of the College decision-making process.
- *Integrity* - holding one another accountable and remaining transparent by adhering to the highest academic and professional standards.
- *Respect* - treating each other with respect, trust, and dignity.
- *Adaptability* - nurturing and supporting exploration of innovative ideas, programs, and services to enhance our service to the community.
- *Teamwork* - working together to encourage input and dialogue in a collegial and cooperative manner.
- *Equity* - Supporting students in achieving their full educational potential regardless of race, ethnicity, age, gender, gender identity, sexual orientation, immigration status, religion, ability, culture, and learning modality.
- *Success* – Striving to continually support students in achieving their academic, career, and personal goals.

OUR PHILOSOPHY: In support of our mission and values, Porterville College will base its decisions and actions upon the following beliefs:
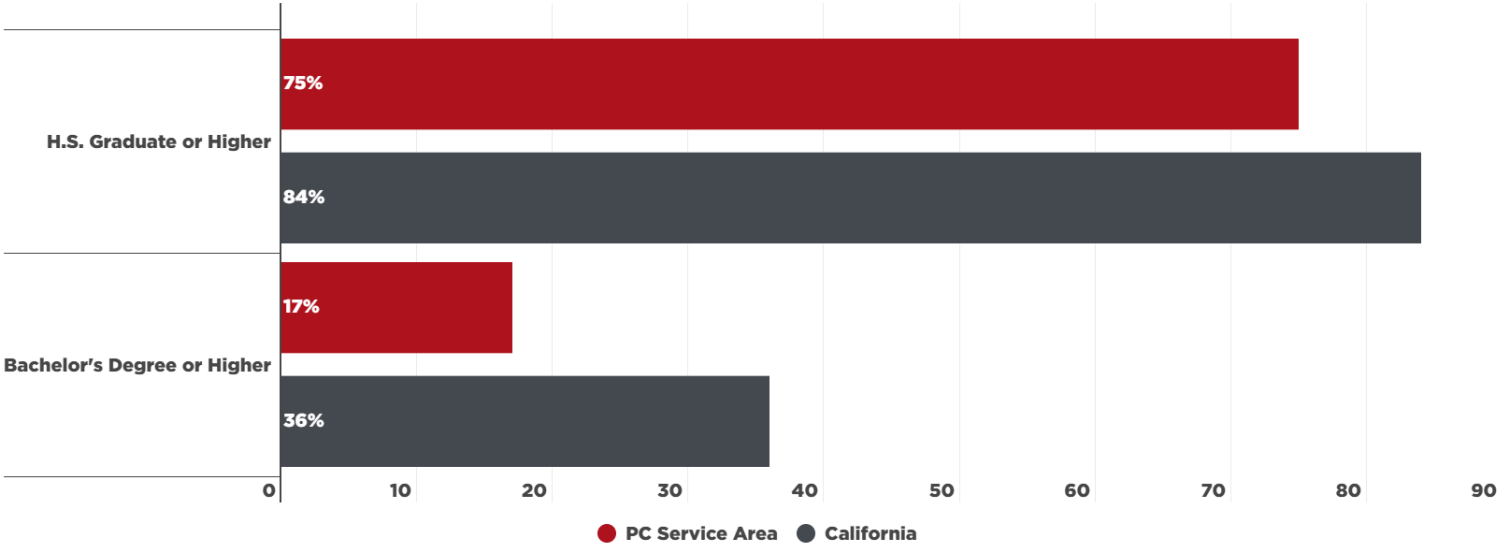
- All students at Porterville College will be treated with respect and dignity regardless of who they are or the goals they have established for themselves.
- Porterville College will provide the best possible service to its students in order for them to meet their individual academic or vocational goals.
- Porterville College will encourage innovation, creativity, and new ideas and will support professional development opportunities.
- As an integral part of the community, Porterville College will develop and enhance partnerships with schools, colleges, universities, businesses, and community-based organizations to respond to the educational, workforce, and economic development needs of the region.
- As an integral part of the Kern Community College District, Porterville College will participate in and be actively involved with all district-wide committees and governance structures.

OUR COMMUNITY

EDUCATIONAL ATTAINMENT

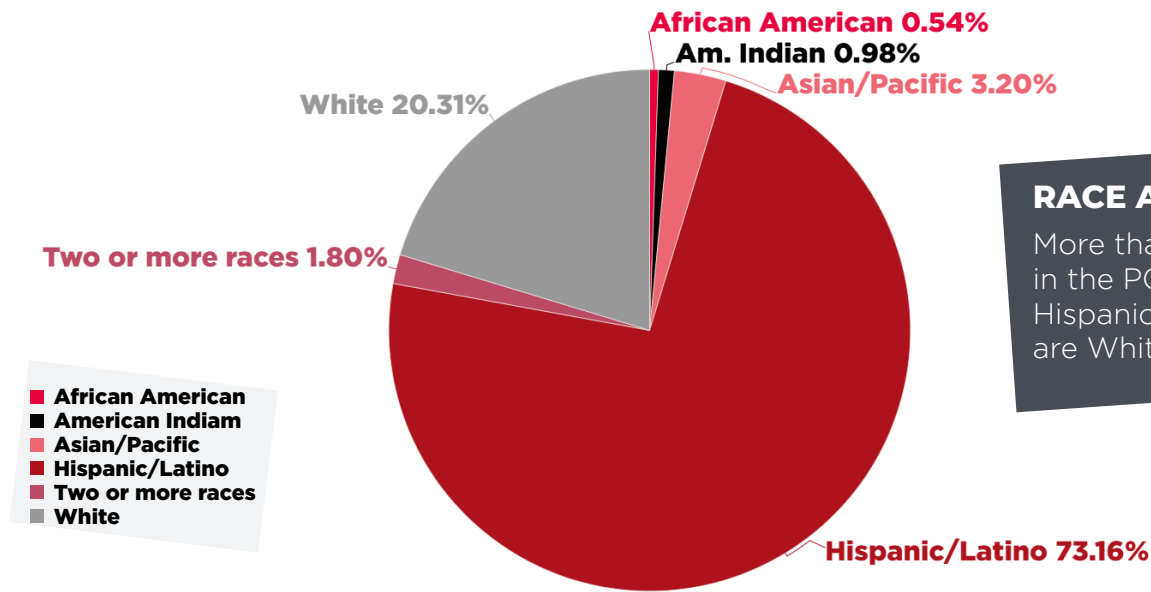As of 2017, just over three in five residents of the Porterville College service area had at least a high school diploma and only 17 percent had a bachelor's degree or higher. Both are well below the state as a whole.

Educational Attainment - 25 Years and Over (2023)

H.S. Graduate or Higher
- 75%
- 84%

Bachelor's Degree or Higher
- 17%
- 36%

0 10 20 30 40 50 60 70 80 90

● PC Service Area   ● California

OUR COMMUNITY

PC Service Area Population by Race/Ethnicity (Fall 2023)

African American 0.54%
Am. Indian 0.98%
Asian/Pacific 3.20%
White 20.31%
Two or more races 1.80%
Hispanic/Latino 73.16%

Legend:
- African American
- American Indiam
- Asian/Pacific
- Hispanic/Latino
- Two or more races
- White

RACE AND ETHNICITY
More than two-thirds of people in the PC service area are Hispanic and about one in five are White.

PC Service Area Population by Age (2023)

AGE
Residents of the PC service area are younger, on average, than statewide, with those under 20 representing more than a third of the population.

California: 17.6% | 6.6% | 6.8% | 14.6% | 13.9% | 40.5%

PC Service Area: 23.1% | 9.5% | 8.5% | 12.9% | 14.1% | 31.8%

- 14 or younger ● 15-19 Years ● 20-24 years ● 25-34 years ● 35-44 years ● 45 yrs or older
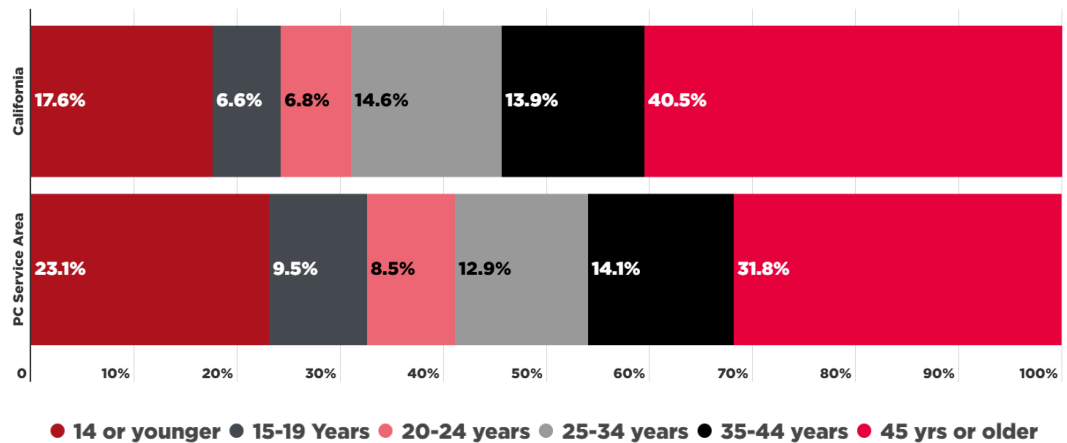
Area Unemployment / Annual Average

	2022	2023
California	4.3%	4.8%
Tulare County	8.3%	10.0%
Porterville	7.1%	8.3%

● 2022 ● 2023
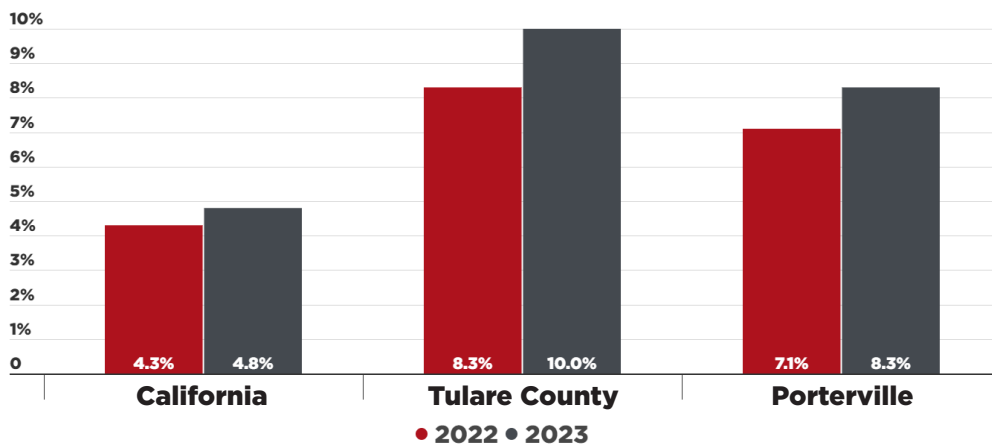
UNEMPLOYMENT RATES
The unemployment rate in Tulare County and Porterville are both consistently higher than the state average.

OUR COMMUNITY

Porterville Income Below Poverty Level (2024)

● California   ● PC Service Area

Poverty Level

The percent of the population in the PC service area living below the poverty level is almost twice the statewide rate.

20%	
16%	
12%	
8%	
4%	
0	**12.1%** **20.7%**

Poverty Level

Median Household Income (2024)

$100,000	
$90,000	
$80,000	
$70,000	
$60,000	
$50,000	
$40,000	
$30,000	
$20,000	
$10,000	
0	**$91,905** **$54,084**

California   PC Service Area
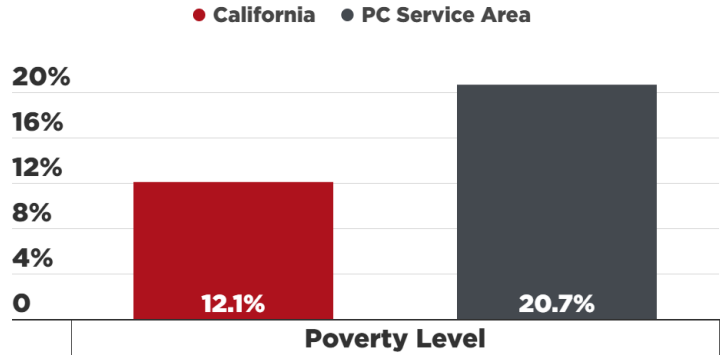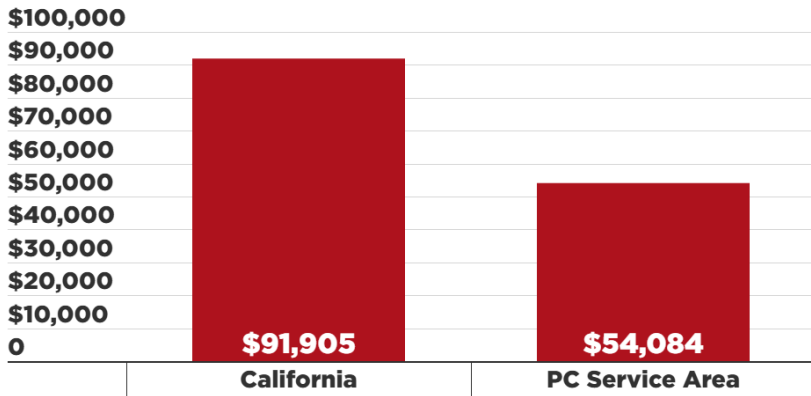
Income

The median household income in the PC service area is roughly half the statewide median.

OUR STUDENTS

OUR STUDENTS

First-Time College Students

Of the 5,052 students enrolled in the fall 2023 term, 28% were first-time college students.

Total Headcount - 5,052

Fall 2023: 28% | 72%

0 10 20 30 40 50 60 70 80 90 100

- First-Time College Students
- Non First-Time Student

Race and Ethnicity

As of fall 2023, approximately 80% of PC students are Hispanic/Latino and nearly 16% are White.
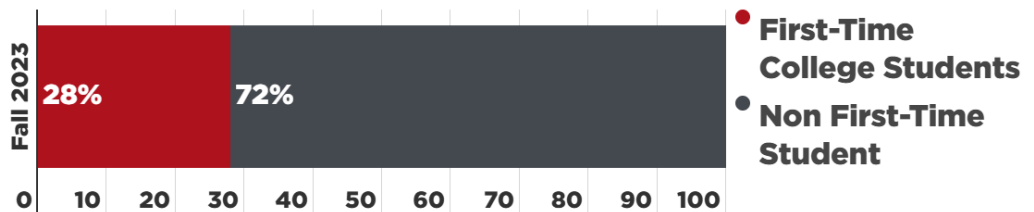
Porterville College Population by Race/Ethnicity (Fall 2023)

African American 1.50%
Am. Indian 0.50%
Asian/Pacific 2.50%
White 15.82%
Unknown 0.10%
Two or more races 1.50%
Hispanic/Latino 78.08%
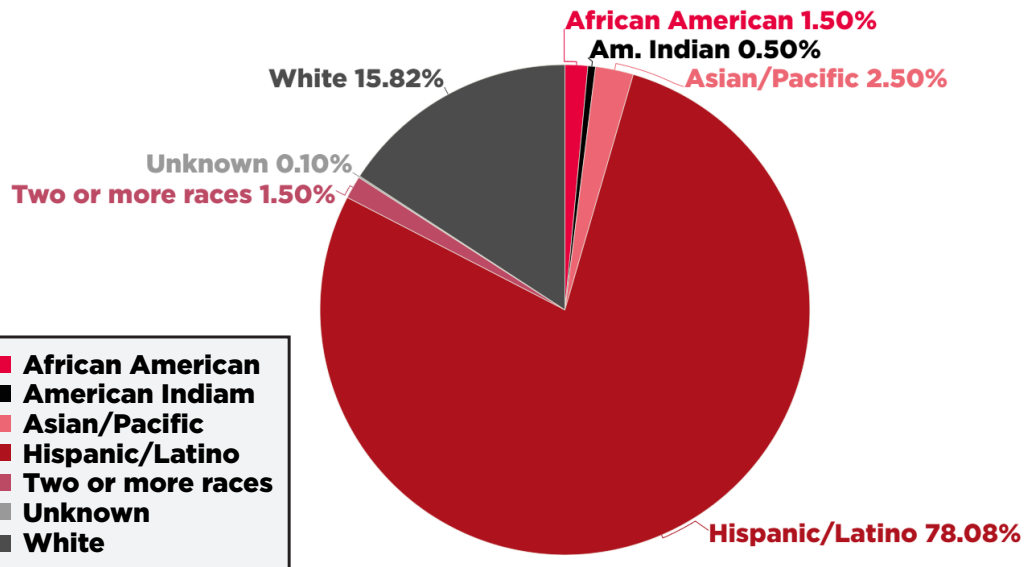
Legend:
- African American
- American Indiam
- Asian/Pacific
- Hispanic/Latino
- Two or more races
- Unknown
- White

OUR STUDENTS

Porterville College Student Population by Gender (Fall 2023)

Student Gender
As of fall 2023, nearly 60% of PC students were female.

Unknown 3.6%

Male 37.6%

Female 58.8%

● Male ● Female ● Unknown
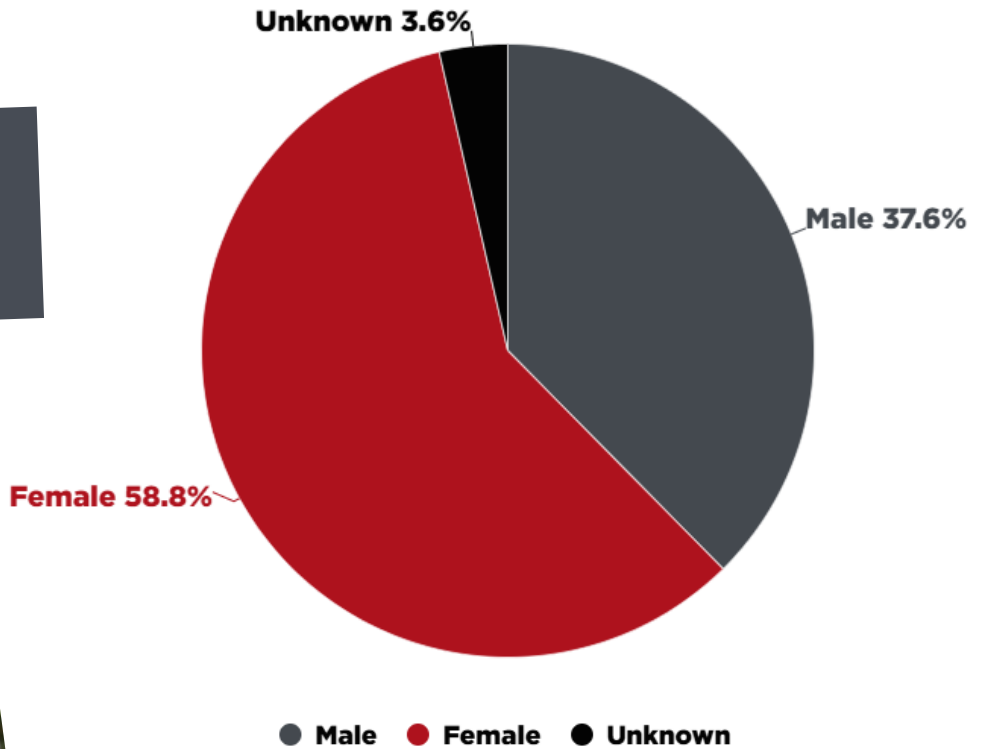
Parent Educational Level
This chart shows the highest education level of either parent for PC students enrolled in the 2018-19 academic year. Those whose parents have no additional education beyond high school (59.3%) are considered first-generation college students.

Parent Education Level & First Generation (Fall 2023)

Parent Education level

| 29.2% | 20.6% | 14.6% | 9.3% | 13.9% |

10% 20% 30% 40% 50% 60% 70% 80%

● Did NOT Graduate from H.S. ● High School Graduate ● Some College, No degree ● Associates Degree

● Bachelor's Degree or Higher
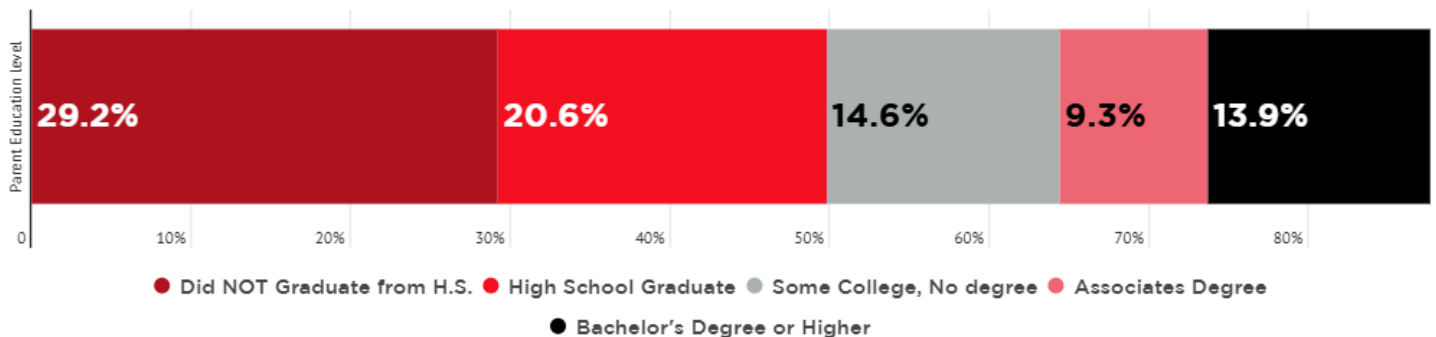
GOALS & OBJECTIVES

Strategic Goal 1
INCREASE STUDENT SUCCESS AND REDUCE EQUITY GAPS

Objective 1: Improve Student Onboarding

We are committed to narrowing equity gaps wherever they exist. For this plan, we focused on the data items from goal 1, objectives 1, 3, and 4. We examined equity data for each of the items coming from our Student Success Dashboards, with a focus on gender, ethnicity, first-generation status, and where data were sufficient, DSPS participation. In some cases, equity gaps were small, inconsistent, or nonexistent, so no goals were set. In most others, we set a target of reducing existing gaps by approximately half. So, if there is an existing gap of 10 percentage points, we would usually set a target of 5 percentage points by the time the next plan is created. What you see below is a list of metrics examined, the percentage point gap existing in the most recently available data, and the target set for improvement.

	2019-20	2022-23	2027-28 Goal
% of students fully matriculated in first year	64%	51%	**70%**
% of students who take 15+ units in their first term	28%	24%	**32%**
% of students who take 30+ units in their first year	21%	21%	**28%**
% of students who enrolled in college-level English in first year	78%	70%	**84%**
% of students who enrolled in college-level math in first year	59%	57%	**65%**
% of students who enrolled in college-level English & math in first year	54%	50%	**60%**

Gender		2022-23	2027-28 Goal
Data shows the percentage point gap between women and men, where women have the higher rates for each metric.	% of students who take 15+ units in their first term	7	3
	% of students who take 30+ units in their first year	1	**No Goal Set**
	% of students who attempted college-level English in first year	13	6
	% of students who attempted college-level math in first year	8	4
	% of students who attempted college-level English & math in first year	11	5

NOTE: This document displays icons next to each objective representing which of the **6 California Community College Vision 2030** outcomes and which of the **Four Pillars of Guided Pathways** each objective corresponds with. See page 2 for a key to these icons.

GOALS & OBJECTIVES

First-Generation		2022-23	2027-28 Goal
Data show the percentage point gap between non-First Generation and First-Generation students, where non-First-Generation students have the higher rates for each metric.	% of students who take 15+ units in their first term	3	**No Goal Set**
	% of students who take 30+ units in their first year	4	**No Goal Set**
	% of students who attempted college-level English in first year	3	**No Goal Set**
	% of students who attempted college-level math in first year	2	**No Goal Set**
	% of students who attempted college-level English & math in first year	5	**2**

DSPS		2022-23	2027-28 Goal
Data show the percentage point gap between non-DSPS participants and DSPS participants, where non-DSPS participants have the higher rates for each metric.	% of students who attempt 15+ units in their first term	6	**3**
	% of students who attempt 30+ units in their first year	4	**No Goal Set**
	% of students who attempted in college-level English in first year	-1	**No Goal Set**
	% of students who attempted college-level math in first year	17	**8**
	% of students who attempted college-level English & math in first year	9	**4**

Objective 2: Increase Student Engagement

CCSSE Benchmark Scores	2017	2022	2028 Goal
Active & Collaborative Learning	49.8	56.5	**No Goal Set**
Student Effort	54.1	51.7	**55**
Academic Challenge	55.2	50.2	**57**
Student-Faculty Interaction	50.7	53.8	**No Goal Set**
Support for Learners	56.2	56.6	**No Goal Set**

Specific CCSSE Questions	2017	2022	2028 Goal
Number of books read on your own	19%	16%	**25%**

Extracurricular Activities	2019-20	2022-23	2027-28 Goal
# of active clubs	10	14	**30**
Total sports offered	8	12	**No Goal Set**
Total unique student-athletes	99	149	**179**
Tutoring appointments (% of headcount attending)	3%	14%	**20%**
Peer academic mentoring & workshop attendance (% of headcount attending)		7%	**12%**

Objective 3: Improve Completion of Momentum Points

	2019-20	2022-23	**2027-28 goal**
Fall-to-spring persistence	78%	74%	**73%**
Fall-to-fall persistence	54%	59%	**65%**
% of students who complete 15+ units in their first term	11%	11%	**14%**
% of students who complete 30+ units in their first year	9%	10%	**15%**
Completion of college-level English in first year	48%	46%	**56%**
Completion of college-level math in first year	37%	37%	**44%**
Completion of college-level English & math in first year	29%	30%	**35%**

Gender		2022-23	**2027-28 Goal**
Data show the percentage point gap between women and men, where women have the higher rates for each metric.	Fall-to-spring persistence	7	**3**
	Fall-to-fall persistence	10	**5**
	% of students who complete 15+ units in their first term	1	**No Goal Set**
	% of students who complete 30+ units in their first year	-1	**No Goal Set**
	Completion of college-level English in first year	6	**3**
	Completion of college-level math in first year	0	**No Goal Set**
	Completion of college-level English & math in first year	3	**No Goal Set**
First-Generation		2022-23	**2027-28 Goal**
Data show the percentage point gap between non-First-Generation and First-Generation students, where non-First-Generation students have the higher rates for each metric.	Fall-to-spring persistence	3	**No Goal Set**
	Fall-to-fall persistence	0	**No Goal Set**
	% of students who complete 15+ units in their first term	5	**2**
	% of students who complete 30+ units in their first year	4	**No Goal Set**
	Completion of college-level English in first year	5	**2**
	Completion of college-level math in first year	3	**No Goal Set**
	Completion of college-level English & math in first year	5	**2**

GOALS & OBJECTIVES

DSPS		2022-23	**2027-28 Goal**
Data show the percentage point gap between non-DSPS participants and DSPS participants, where non-DSPS participants have the higher rates for each metric.	Fall-to-spring persistence	-5	**No Goal Set**
	Fall-to-fall persistence	0	**No Goal Set**
	% of students who complete 15+ units in their first term	4	**No Goal Set**
	% of students who complete 30+ units in their first year	5	**2**
	Completion of college-level English in first year	7	**3**
	Completion of college-level math in first year	18	**9**
	Completion of college-level English & math in first year	13	**6**

Objective 4: Improve Completion

	2019-20	2022-23	**2027-28 Goal**
# students receiving associate's degrees	622	526	**656**
# students receiving certificates of achievement	79	61	**225**
# students receiving job skills certificates	71	87	**200**
# students receiving non-credit awards	8	0	**No Goal Set**

	2018-19	2021-22	**2026-27 Goal**
# students transferring	330	296	**355**
Average # units per associate's degree recipient	87	77	**70**

	Fall 2016	Fall 2019	**Fall 2025**
1st-time student cohort award within 3 years	22%	20%	**25%**
1st-time student cohort transfer within 3 years	19%	18%	**24%**
1st-time student cohort award or transfer within 3 years	26%	25%	**30%**

GOALS & OBJECTIVES

PC PORTERVILLE COLLEGE

Gender		2019 cohort	2023 cohort Goal
Data show the percentage point gap between women and men, where women have the higher rates for each metric.	1st-time student cohort award within 3 years	12	6
	1st-time student cohort transfer within 3 years	10	5
	1st-time student cohort award or transfer within 3 years	14	7
Ethnicity		2019 cohort	2023 cohort Goal
Data show the percentage point gap between White and Hispanic students, where whites have the higher rates for each metric.	1st-time student cohort award within 3 years	-4	No Goal Set
	1st-time student cohort transfer within 3 years	13	6
	1st-time student cohort award or transfer within 3 years	6	3
First-Generation		2019 cohort	2023 cohort Goal
Data show the percentage point gap between non-First-Generation and First-Generation students, where non-First-Generation students have the higher rates for each metric.	1st-time student cohort award within 3 years	7	3
	1st-time student cohort transfer within 3 years	12	6
	1st-time student cohort award or transfer within 3 years	12	6
DSPS		2019 cohort	2023 cohort Goal
Data show the percentage point gap between non-DSPS participants and DSPS participants, where non-DSPS participants have the higher rates for each metric.	1st-time student cohort award within 3 years	7	3
	1st-time student cohort transfer within 3 years	10	5
	1st-time student cohort award or transfer within 3 years	13	6

GOALS & OBJECTIVES

Strategic Goal 2
ENHANCE COMMUNITY CONNECTIONS

Objective 1: Provide Workforce Programs That Respond to Local Needs 👏🧑‍🤝‍🧑

	2019-20	2022-23	2027-28 Goal
# of unique students receiving CE degrees	214	171	250
# of unique students receiving CE certificates of achievement	57	43	150
% of CE programs with advisory committees	NA	100%	100%

SSM Employment Metrics	2017-18	2020-21	2025-26 Goal
% unemployed non-transfer students who became employed	49%	57%	60%
Median annual earnings, non-transfer exiting students	$25,514	$29,262	$40,000
Median change in earnings, non-transfer exiting students	16%	16%	20%
% of non-transfer exiting students who attained the living wage	57%	66%	70%

	2016-17	2019-20	2024-25 Goal
% of students in CE Outcomes Survey who are working in job closely related to field of study	72%	65%	75%

Objective 2: Reflect and Interact with Communities We Serve 🎓👏🧑‍🤝‍🧑

	2019	2022	2028 Goal
% of employees who attend community meetings or events	48%	37%	48%

GOALS & OBJECTIVES

Strategic Goal 3
STRENGTHEN ORGANIZATIONAL EFFECTIVENESS

Objective 1: Meet & Exceed External Standards 🏆👏👥📅

	2019-20	2022-23	**2027-28 goal**
% accreditation institution-set standards met	100%	79%	**100%**
	Fall 2019	Fall 2024	**Fall 2027 goal**
Full-time faculty percentage	58.77%	60.32%	**62%**

	2021-22	2022-23	**2027-28 goal**
College reserve %	46.15%	68.77%	**No Goal Set**

Objective 2: Optimize Enrollment 🏆🎓👏👥📅

	2019-20	2023-24	**2027-28 goal**
Annual FTES	3,318	3,207	**3,471**

	2019-20	2023-24	**2027-28 goal**
# dual enrollment sections	52	140	**170**
# annual dual/concurrent enrollments	1,353	4,544	**5,257**
# Rising Scholars sections	0	13	**20**
# annual Rising Scholars enrollments	0	198	**300**
# adult learners enrollments	6,553	5,526	**6,500**

	Fall 2019	Fall 2023	**Fall 2027 goal**
High school enrollment yield	43%	39%	**45%**

GOALS & OBJECTIVES

Objective 3: Improve Trust & Collaboration 👥

Climate Survey Trust Questions

	2019	2022	2028 Goal
Trust between classified & faculty	71%	66%	**75%**
Trust between classfied & management	48%	51%	**55%**
Trust between faculty & management	49%	41%	**55%**
Trust between colleges & district office	41%	43%	**55%**
Trust between colleges	35%	41%	**55%**

Climate Survey Communication Questions

	2019	2022	2028 Goal
Relevant information communicated throughout district	49%	44%	**55%**
Relevant information communicated at location	60%	48%	**65%**
Have sufficient information to do my job	81%	80%	**No Goal Set**
Representatives on governance committees adequately inform me	66%	65%	**70%**
Representatives on governance committees ask for my input	60%	64%	**70%**
Information flows upward through organizational structure	42%	32%	**55%**
Information flows downward through organizational structure	38%	32%	**55%**
Immediate supervisor keeps me informed	75%	79%	**No Goal Set**
Immediate supervisor asks for my input	67%	68%	**75%**

Objective 4: Provide Professional Development Opportunities 👏👥

Climate Survey Professional Development Questions

	2019	2022	**2028 Goal**
% employees who attend staff development activities once a semester or more	52%	61%	**70%**
% employees who feel they have adequate training	59%	62%	**70%**
% employees who feel they have opportunities to learn and grow	58%	62%	**70%**
% employees who feel encouraged and supported	62%	62%	**70%**

Objective 5: Improve Facilities, Maintenance, & Safety 👥

Climate Facilities Questions

	2019	2022	**2028 Goal**
% employees who feel facilities are adequately maintained	84%	73%	**No Goal Set**
% employees who feel they are provided adequate technology	77%	75%	**No Goal Set**

Student Satisfaction Survey Questions (% who answered 'very satisfied or 'somewhat satisfied')

	2023	**2026 Goal**
Classroom facilities	95%	**No Goal Set**
Computer labs	96%	**No Goal Set**
Science lab facilities	91%	**No Goal Set**
Studio & practice facilities (art, music, sports)	92%	**No Goal Set**
Campus & parking lot lighting	88%	**No Goal Set**
Campus security	91%	**No Goal Set**

	2019-20	2022-23	**2027-28 Goal**
Percent work orders completed	92%	85%	**92%**

	2019	2023	**2027 Goal**
Criminal offenses on Porterville campus and vicinity	4	14	**11**

"The illiterate of the future will not be the person who cannot read. It will be the person who does not know how to learn."

———

Herbert Gerjuoy

NOTES ON DATA SOURCES

Notes on Data Sources

Below are a list of the data sources used for each of the objectives discussed above. For most of our student success and equity metrics, our sources are KCCD Student Success and program review dashboards. We also use survey data and in some cases, data from a particular department related to one or more of the objectives.

Goal One: Increase Student Success and Reduce Equity Gaps	Data Source(s)
Objective 1: Improve Onboarding of Students	These data come from Student Success dashboards, except matriculation metric, which comes from program review dashboards.
Objective 2: Increase Student Engagement	CCSSE data come from Community College Survey of Student Engagement reports and raw data, conducted every three years. The benchmark scores are compared to ones for the entire CCSSE cohort, standardized to a mean of 50 for each cohort, meaning the PC benchmark scores above 50 are above the national average. We also set percentage-based targets, focusing on two specific CCSSE questions. Data on clubs and athletes come from student programs and Director of Athletics; data on tutoring and mentoring come from the Learning Center.
Objective 3: Improve Completion of Momentum Points	All data come from Student Success dashboards.
Objective 4: Improve Completion Rates	Degree and certificate data come from program review dashboards. Units per associate's degree comes from the Chancellor's Office Student Success Metrics. Award or transfer within three years comes from student success dashboards.

Goal Two: Enhance Community Connections	Data Source(s)
Objective 1: Provide Workforce Programs that Respond to Local Needs	CE degree and certificate data come from program review dashboards. Data on advisory committees will come from CE dean; baseline data were unavailable. Data on employment, earnings, and students working in a job related to their field of study come from the Chancellor's Office Student Success Metrics.
Objective 2: Reflect and Interact with Communities We Serve	Data on employees attending meetings come from the KCCD Climate Survey.

NOTES ON DATA SOURCES

Goal Five: Strengthen Organizational Effectiveness	Data Source(s)
Objective 1: Meet & Exceed External Standards	Accreditation data come from ACCJC annual reports, compiled by the Vice President of Instruction. Information on 50% law, full-time faculty percentage, and college reserves come from the Office of Finance & Administrative Services.
Objective 2: Optimize Enrollment	Data on FTES come from program review dashboards. Dual enrollment and Rising Scholars data comes from program review dashboards. High school enrollment yield data are compiled annually by the KCCD Office of Institutional Research.
Objective 3: Improve Trust and Collaboration	Trust and Communication questions come from the KCCD Climate Survey.
Objective 4: Provide Professional Development Opportunities	Professional development questions come from the KCCD Climate Survey.
Objective 5: Improve Facilities, Maintenance, & Safety	Survey questions here are from the KCCD Climate Survey and the Student Satisfaction Survey. Work order data comes from SchoolDude software. Data on criminal offenses comes from annual Clery reports.

PC
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COLLEGE

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