

# STRATEGIC

# P L A E N



PVCC Futures : Re-imagining the Learning Experience | 2023



**PARADISE VALLEY  
COMMUNITY COLLEGE**

A MARICOPA COMMUNITY COLLEGE

2021-2023

# PRESIDENT'S MESSAGE

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Greetings,

I am pleased to share with you Paradise Valley Community College's 2021-2023 Strategic Plan, our aspirational roadmap to dramatically increase levels of student learning, success, and subsequent individual and collective contributions to positive social change. PVCC as a learning-centered college, is confident that our commitment to lifelong learning will instill the critical, creative and entrepreneurial skills our students need to thrive.

Underlying our 2021-2023 Strategic Plan is a systems approach identifying key priorities for the organization, faculty and staff so that PVCC will not only continue to redefine and strengthen our approaches to teaching and learning, but also focus on goals to enhance and support the employee experience.

As this plan is finalized in the context of a world-wide pandemic, a nation under crisis because of the continued killing of African-Americans while in police custody, and record levels of unemployment, it is even more imperative that our students are successful and equipped to navigate an ever-changing society. I am confident that PVCC's relentless pursuit of innovative action will yield positive results.

Regards,

Paul A. Dale  
President

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# OUR VISION

TO BE THE **HIGHER  
LEARNING  
ORGANIZATION OF  
CHOICE** BY CREATING  
ENGAGING **LIFELONG  
EDUCATIONAL  
RELATIONSHIPS**  
THAT **INSPIRE** AND **SUPPORT**  
ALL LEARNERS TO **INCREASE**  
THEIR CAPACITY FOR  
**PERSONAL GROWTH** AND  
**POSITIVE SOCIAL  
CHANGE**

# OUR MISSION

**EDUCATE** THE  
WHOLE PERSON AND TO  
**SERVE** OUR STUDENTS  
AND OUR COMMUNITY BY  
**PROVIDING**  
**LEARNING OPPORTUNITIES**  
THAT ARE DESIGNED TO  
**HELP** THEM **ACHIEVE**  
**THEIR GOALS**

# OUR VALUES

**LEARNING** is the core value of Paradise Valley Community College, PVCC encourages and supports learning at three levels - students, employees and organizational - and the integrative relationship between the three levels. Learning at Paradise Valley Community College means increasing the capacity of our students, our employees and the college itself, to achieve their goals. PVCC acknowledges organizational learning as a means to continuously improve our college.

## **INTEGRITY**

We uphold ethical behavior in all that we do; we value accountability, transparency, fairness and honesty.

## **DIVERSITY**

We honor all individuals and their different viewpoints to promote an inclusive campus environment.

## **INNOVATION**

We encourage informed risk-taking that enhances student, employee, and organizational learning.

## **PARTNERSHIPS**

We are committed to building and sustaining internal and external relationships that enhance learning.

## **EXCELLENCE**

We expect greatness in all that we do to advance student, employee, and organizational success.

## **SUSTAINABILITY**

We practice organizational, social, economic, and environmental responsibility.

## **WELLNESS**

We champion a campus culture that recognizes health and wellness as an integral part of learning by fostering an environment supporting the emotional, mental, physical, and social well-being of all.

**STRATEGIC  
DIRECTION 1**

**ENSURE HIGH  
LEVELS OF  
STUDENT  
SUCCESS  
WITH EQUITY,  
AND AN  
EXCELLENT  
EXPERIENCE**





## **GOAL 1A: Increase equitable two-year completion and transfer rate - From overall Fall 2018 cohort = 13%, Students of Color = 9%; To target for all students by Fall 2024 = 24%.**

The goal would utilize the Fall 2020 First Time In college (FTIC) | Voluntary Framework for Accountability (VFA) Cohort - with equity

### Lead Indicators:

1. Increase success rates in college-level gateway courses (English and Math)
  - a. Percent of students who successfully complete at least one college-level Math course with a grade ABCP within their first academic year (Math)
  - b. Percent of students who successfully complete at least one college-level English course with a grade ABCP within their first academic year (English)
2. Increase the percent of students who earned at least (6 credits first term, 12 credits first term or 15 credits in one year)
  - a. 6 Credits First-Term from 34% to 40% (part-time)
  - b. 12 Credits First-Term from 38% to 43% (full-time)
  - c. 15 College-Level Credits First Year from 44% to 50% (FTIC FT/PT)
3. Increase the Fall to Spring persistence rate from 78% to 85%
4. Close student achievement gaps in college-level gateway courses (English and Math)
  - a. College Level Math - Equity
  - b. College Level English - Equity

## **GOAL 1B: Increase the number of modalities and strategies for teaching and learning, while ensuring relevancy of programs and services.**

### Lead Indicators:

1. Increase the number of courses delivered in innovative formats. (i.e. online, live-online, asynchronous, blended, or flex-hybrid)
2. Number of students utilizing online services. (i.e. advising, virtual office hours, etc.)

STRATEGIC  
DIRECTION 2

**STRENGTHEN  
OUR LOCAL  
ECONOMIC  
AND  
POSITIVE  
SOCIAL  
CHANGE  
IMPACT**



## **GOAL 2A: Increase the number of students who earn a CTE credential that result in employment earning a livable wage to ensure upward socio-economic mobility.**

### Lead Indicators:

1. Number of students enrolled in CTE programs.
2. Number of new CTE programs developed.
3. Number of students who express interests in STEM FOI.

## **GOAL 2B: Increase the number of students participating in community-based efforts to solve critical social issues facing the Northeast Valley and the state of Arizona.**

### Lead Indicators:

1. Increase the number of students engaged in practicums, service learning, undergraduate research, internships, and co-curricular experiences.
2. Number of initiatives/projects/community partnerships focusing on “Positive Social Change” including diversity, inclusion and equity.
3. Number of Faculty/Staff that develop programs that are linked to “Positive Social Change” including diversity, inclusion and equity.
4. Number of courses that embed critical and creative thinking, entrepreneurial mindset and civic engagement outcomes.

STRATEGIC  
DIRECTION 3

# BUILD A GREAT PLACE TO WORK THROUGH ORGANIZATIONAL & OPERATIONAL EFFECTIVENESS



## **GOAL 3A: Increase employee engagement, satisfaction, and performance.**

### Lead Indicators:

1. Number of employee performance evaluations with demonstrated excellence.
2. Selected questions from future climate survey.
3. The number of Puma Praise awards distributed.
4. The number of professional development opportunities engaged by staff/faculty including a focus on diversity and inclusion.
5. The number of employees with professional and career development plans.

## **GOAL 3B: Increase the percent of employees (Staff and Faculty) who would recommend this organization (PVCC) as a great place to work, from 47% to 75%.**

### Lead Indicators:

1. Number of working environments that are safe, comfortable and appealing to work in allowing for collaboration, engagement and privacy.
2. Selected questions as measured by the Faculty/Staff Campus Climate Survey.
3. Increase diversity of faculty and staff.



# OUR COMMITMENT

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At PVCC, thriving relationships serve as the foundation for successful learning and working interactions. We also believe that relationships are more effective if we are clear on what to expect. To this end, the College has adopted the Puma Commitment that affirms our shared expectations of engagement between faculty, staff, students and our community members. The Puma Commitment also serves as a guide as we implement our Strategic Plan.

THE PUMA COMMITMENT TO OPPORTUNITY



*We Engage · Challenge · Support · Care*

BECAUSE *You* BELONG HERE.



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