

PARADISE VALLEY COMMUNITY COLLEGE
A MARICOPA COMMUNITY COLLEGE

ACADEMIC PLAN

2026-2030



Introduction

Paradise Valley Community College's Academic Plan 2026–2030 provides a strategic framework for advancing academic excellence, student success, equitable access, and workforce responsiveness. The plan establishes clear priorities for strengthening educational pathways, improving student progression and completion, expanding high-demand academic and career opportunities, enhancing teaching and learning, and creating a more systematic culture of assessment and continuous improvement.

The Academic Plan was developed through an inclusive and collaborative planning process. During fall 2025 and spring 2026, PVCC held multiple meetings and listening sessions with internal and external stakeholders to identify institutional priorities, consider emerging student and community needs, and gather feedback on the College's academic direction. Participants included faculty, staff, academic leaders, division chairs, and members of the President's Community Advisory Committee. These conversations helped ensure that the plan reflects the perspectives of those who teach and support PVCC students, as well as the expectations and needs of the broader communities the College serves.

The resulting goals align PVCC's academic priorities with its mission, strategic planning efforts, and commitment to serving a diverse student population. The plan places particular emphasis on creating clearer transfer, bachelor's degree and career and technical education pathways. It also recognizes the essential roles of faculty development, advising, academic support, effective scheduling, community partnerships, assessment, and program review in achieving meaningful and sustainable improvement.

Each goal is supported by specific strategies and action-oriented initiatives that will guide implementation through 2030. This Academic Plan is intended to serve as both a shared vision and a practical roadmap. Through collective ownership, transparent evaluation, and sustained attention to student and community needs, PVCC will strengthen the quality, relevance, accessibility, and impact of its academic programs while helping more students achieve their educational, career, and personal goals.

Goals at a Glance

1. Increase the number of students (particularly underrepresented students) in high transfer/bachelor completion pathways, including guiding 515 students from General Studies to mapped major pathways by Fall 2028.

2. Create a common pre-healthcare pathway to include 400 students by Fall 2028 to provide a seamless healthcare pipeline and multiple programmatic opportunities for students including flexible entry and exit points that support student progression.

3. Increase the percentage of credential seeking students who complete an education plan from 60% to 100% (approximately 2,000 students) by Fall 2028 to enable students to make earlier, more informed career, pathway and course decisions.

4. Increase the number of students enrolled in high demand and high wage career and technical education programs from 970 to 1,550 by Fall 2029.

5. Increase overall course success rates (grades of A, B, or C) from 79% in Fall 2025 to 85% by Fall 2030, with proportional improvement across all modalities and reduction of equity gaps.

6. Strengthen the quality, participation, and impact of assessment and program review to ensure continuous improvement in teaching, learning, and program effectiveness across all academic areas by Fall 2029.



STRATEGIC GOALS & INITIATIVES

GOAL 1

Increase the number of students (particularly underrepresented students) in **high transfer/bachelor completion pathways**, including guiding 515 students from General Studies to mapped major pathways by Fall 2028.

STRATEGIES

1.1 **Redesign General Studies as a "guided on ramp" not an end point.**

1.1.1. Embed program maps that connect General Studies students to mapped major pathways with required milestone advising checkpoints and student-facing planning tools in the first 12 credits.

1.2 **Implement proactive pathway conversion using data triggers.**

1.2.1. Use credit accumulation and declared intent to identify General Studies students eligible for strategic redirection into transfer/bachelor pathways and require advisor outreach with a conversion action plan.

1.2.2. Evaluate advising capacity, training, and student support resources necessary to effectively implement pathway conversion strategies at scale.



GOAL 2

Create a common pre-healthcare pathway to include 400 students by Fall 2028 to provide a seamless healthcare pipeline and multiple programmatic opportunities for students including flexible entry and exit points that support student progression.

STRATEGIES

2.1 Establish a unified common Pre-Healthcare Pathway with stackable programmatic and workforce exit points.

2.1.1. Create a single, clearly defined pre-healthcare pathway that feeds Nursing, Allied Health and other healthcare programs while allowing early credential exits.

2.1.2. Identify and expand related healthcare certificate and workforce pathways.

2.1.3. Evaluate academic support strategies that improve student readiness and success in pre-healthcare pathways, particularly in high-barrier prerequisite coursework.



GOAL 3

Increase the percentage of credential seeking students who **complete an education plan** from 60% to 100% (approximately 2,000 students) by Fall 2028 to enable students to make earlier, more informed career, pathway and course decisions.



STRATEGIES

3.1 **Embed early intentional career advising and onboarding—including course-planning and program-related coursework in the first semester.**

3.2 **Leverage technology and simplified plan templates and create "red flag" status for students with potentially misaligned academic planning and coursework.**

3.2.1. Develop common education plan templates for all CTE and transfer programs and make pathway planning resources easily accessible to students.

GOAL 4

Increase the number of students enrolled in **high demand and high wage career and technical education programs** from 970 to 1,550 by Fall 2029.

STRATEGIES

4.1 **Develop new high demand high wage CTE programs aligned with labor market projections.**

4.1.1. Focus resource investment on programs aligned to regional living-wage and middle-wage jobs, using labor market data to guide decisions.

4.2 **Improve low opportunity pathways through curricular enhancement, stackable pathways and embedded work based experiences.**

4.3 **Solidify high-impact K-12 and workforce partnerships that directly increase post completion employment and wages in high-demand, high-wage CTE programs.**

4.3.1. Strengthen dual enrollment pathways with high schools partners aligned to high-wage CTE fields.

4.4 **Align marketing and student recruitment strategies to inform students of opportunities in high wage career and technical education programs.**

GOAL 5

Increase overall course success rates (grades of A, B, or C) from 79% in Fall 2025 to 85% by Fall 2030, with proportional improvement across all modalities and reduction of equity gaps.

STRATEGIES

5.1 Expand faculty professional development and institutional support in evidence-based teaching practices that strengthen student learning and success.

5.1.1. Provide targeted professional development for online and hybrid teaching effectiveness, including engagement strategies and regular substantive interaction.

5.1.2. Develop faculty collaboration opportunities that enable instructors to share insights and effective teaching strategies that promote student success.

5.2 Integrate High-Impact Practices (HIPs) into gateway and high enrollment courses.

5.2.1. Identify high-enrollment gateway courses with lower success rates and prioritize them for HIP integration.

5.2.2. Implement embedded tutoring or supplemental instruction in courses with historically lower success rates.

5.2.3. Strengthen support for existing high-impact practices (HIPs) to increase their impact across the college (i.e., ePortfolios, learning communities, project based learning, service learning).

5.3 Implement early academic momentum, student support, and intervention systems.

5.3.1. Create early alert coordination protocols between faculty, advisors, and support services.

5.3.2. Use course performance data triggers to prompt advisor outreach and tutoring referrals.

5.3.3. Implement early progress reporting within the first 3–4 weeks of each term to identify students at risk in gateway courses.

5.3.4. Identify strategies for recognizing student progress and reinforcing continued persistence and development.

5.4 Strengthen online and hybrid course design.

5.4.1. Enhance modality-specific teaching resources to support faculty teaching online and hybrid courses.

5.4.2. Implement course design standards aligned with best practices for online and hybrid courses while maintaining consistency with academic freedom rights.

5.5 Align scheduling and pathways to support student progression and completion.

5.5.1. Reduce scheduling bottlenecks and pathway conflicts that delay course progression.

5.5.2. Increase availability of flexible formats (8-week, hybrid, etc.).

GOAL 6

Strengthen the **quality, participation, and impact of assessment and program review** to ensure continuous improvement in teaching, learning, and program effectiveness across all academic areas by Fall 2029.

STRATEGIES

6.1 Increase participation in assessment of student learning outcomes and use of effective assessment practices to improve learning across all academic programs.

6.1.1. Provide faculty professional development workshops each semester focused on effective assessment practices, use of learning outcome evidence to make informed instructional decisions or changes, and completion of assessment reports.

6.1.2. Empower the Assessment for Learning Team (ALT) to serve as a peer resource to foster collaboration and provide support and guidance that promotes consistent, high-quality assessment practices across the college.

6.1.3. Streamline reporting where possible to reduce administrative burden for faculty completing program review and assessment documentation.

6.1.4. Track and report annual participation rates in assessment activities sharing progress with division chairs and the academic administration.

6.1.5. Celebrate examples of assessment excellence and encourage the sharing of learning improvement stories and faculty collaboration.

6.2 Strengthen the rigor and institutional use of program review results to guide improvement and decision-making.

6.2.1. Implement the new four-year program review cycle organized by Fields of Interest/ Academic Division, ensuring that all programs participate in a structured and predictable review timeline while allowing flexibility where appropriate.

6.2.2. Provide faculty professional development workshops and accessible data dashboards each semester to support the program review process and completion of program review reports.

6.2.3. Launch the PVCC Program Review Team to provide oversight, feedback, and coaching to programs throughout the review cycle.

6.2.4. Develop and implement a program development scorecard that evaluates key indicators such as enrollment trends, course success, credential/pathway completion, labor market alignment, learning outcomes assessment, and equity gaps.

6.2.5. Provide programs with a Program Development Score and narrative feedback to identify strengths, areas for improvement, and strategic opportunities.

6.2.6. Integrate program review findings with unit planning and resource allocation processes to ensure that data-informed recommendations guide future investments.

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