PimaCommunityCollege

SURVEY - Criterion 5 DRAFT

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Criterion 5. Institutional Effectiveness, Resources and Planning

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A – Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy, and processes through effective collaborative structures.

Pima Community College (PCC) has made a concerted effort to provide a variety of structures to ensure that stakeholders are actively engaged in the governance of the institution. Some of these structures have been implemented to address the input from employees on the Employee Satisfaction Survey. There are many opportunities for employees, students, and community members to provide input, as evidenced by the many college-wide councils, senates, working groups, and committees.

Argument

5.A.1   Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

Governance Bodies at PCC

BP 1.06: Governance defines the responsibilities of both the Governing Board and the Chancellor, provides general guidance regarding shared governance at the College and establishes All-College Council as the deliberative body that brings together representatives from each of the College's employee classifications for the discussion of issues not directly and substantially related to wages salaries and working conditions. BP 1.25 Personnel Governance and Policy for College Employees establishes a governance body analogous to the All College Council, the All Employee Representative Council (AERC), to address issues related to wages and working conditions. In addition to the All-College Council and All Employee Representative Council, PCC's governance structure also includes Faculty Senate, Staff Council and Student Senate. PCC faculty and staff may participate in the College's decision making processes through membership in a number of standing committees, task forces and working groups.

Policy Development

As part of its shared governance philosophy, PCC engages its internal constituents in the development of College policy. Through BP 1.01: Prime Policy, PCC's Governing Board defines the College's policy framework, consisting of Board Policies, Administrative Procedures and Operations Manuals, and sets general expectations regarding how internal stakeholders will be engaged in policy development. AP 1.01.01 Development of Board Policies and Administrative Procedures assigns oversight of the policy review process to the College's General Counsel responsibility, and AP 1.01.02 Development and Revision Process for Board Policies and Administrative Procedures delineates the specific process used for meeting the Governing Board's expectations around stakeholder engagement . Sponsoring units that develop policy must submit a policy development form that includes a list of identified stakeholder units, the names of reviewers/authors, and an overview of the collaborative process used in the policy's development, revision, or deletion. After BPs and APs have been drafted, revised or recommended for deletion, they are submitted to the Chancellor's Office for review and then presented to Faculty Senate, Staff Council, Student Senate and All College Council for information and review. The policies and procedures are then posted for 21 days on the College website. This review period allows the public to make remarks or pose questions concerning the posted policies, after which sponsoring units review the feedback and new Board Policies and existing Board Policies whose revisions include substantive changes are presented to the Governing Board.

Decisions regarding personnel policies are governed by a separate process, as described in BP 1.25 and AP 1.25.01. An All Employee Representative Council (AERC) includes full-time regular classified employees (exempt), full-time regular classified employees (non-exempt), and full-time regular instructional and educational support faculty. The AERC meets two times a month, with representatives from each of the employee groups (Full Time Faculty, Adjunct Faculty, Non-Exempt Staff, Exempt Staff, and Temporary employees with Administrative Representatives and Human Resources.

The AERC solicits input from employees to identify working condition issues that might be addressed by clarifying or revising personnel policy statements (the College's employee handbooks), Administrative Procedures, or Board Policy. Once an issue has been identified, the AERC forms working groups, called resolution teams, to develop proposed solutions, which are forwarded to an appropriate decision-maker. When Human Resources or other College administrative units consider changing personnel policy statements, or Administrative Procedures or Board Policy related to working conditions, they consult AERC for input and suggestions regarding the proposed change. AERC resolutions are tracked via spreadsheet.

5.A.2   The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.

To support accountability and ensure employees have easy access to College data, PCC established a comprehensive business intelligence system (using the software Web Intelligence) in 2015 as an enhancement to an existing reporting platform called Pima Reports. It includes a data warehouse optimized for reporting and interactive reports. The system includes the Voluntary Framework of Accountability metrics (two-year and six-year), as well as enrollment, course grades, persistence, retention and completion and reports on noncredit students (e.g. Adult Basic Education and Continuing Education and Noncredit). Public-facing data are also prepared either in reports or PowerBI dashboards, for example: annual trend of awards, student success report, semester characteristics report, fast facts, student enrollment by zip code. In the interest of continuous improvement, in the 2022-2023 year, PCC further enhanced the system by adopting SAP Analytics Cloud, funded through Strategic Initiatives. This provides a more visual reporting solution, similar to PowerBI, but embedded in the reporting system so that the College can report on sensitive data such as grades in a more visual way.

In addition, PCC completes a range of recurring college-wide surveys to provide data to inform decisions. This includes the following:
1. Community College Survey of Student Engagement (CCSSE)
1. Community College Faculty Survey of Student Engagement (CCFSSE)
2. Survey of Entering Student Engagement (SENSE)
3. The race/ethnicity surveys associated with CCSSE and CCFSSE (learners, faculty)
4. Periodic assessments of the climate associated with diversity, equity and inclusion (e.g. 2021 Hanover Survey Executive Summary)
5. Ruffalo Noel Levitz College Employee Satisfaction Survey
6. Graduate Exit Survey

At the college-wide level, two additional example initiatives to support the use of data in decision making are data sessions connected to strategic planning and the increased focus on key performance indicators to support the Interim Chancellor's Goals. In the first of these, the College is hosting monthly data sessions for faculty and staff/administrators, focusing each month on different key institutional data. The

sessions serve the dual function of raising awareness of key College metrics while also providing a forum for discussion to gather broad input on ways PCC can improve. For example, in September 2023, the data sessions focused on completion data aligned with PCC's Achieve 60 Pima County initiative (faculty session, staff/administrator session). Completer trend data, both overall and for diverse populations, were shared and attendees provided input and ideas on how the College can improve (faculty input, staff/administrator input). The ideas that are generated will be used to inform the 2023-2024 strategic planning process, ultimately impacting the decisions to be made on overarching institutional priorities.

For the Interim Chancellor's Goals, the system for developing and monitoring the Goals has shifted over recent years from an approach that did not fully leverage data to a more collaborative data-focused approach including defined KPIs by Goal that are monitored and tracked via public-facing dashboards. This highlights a further shift towards a data informed culture at the College.

To further support the use of data in decision making, in November 2022, the Executive Leadership Team adopted (pp. 1-2) a decision tracking form that summarizes a given decision, how stakeholder input was gathered and how data was used. One example of a decision made through ELT using this process was the decision to pursue Illinois Post-Bac Teaching Licensure Accreditation. This was a very data informed process and was approved to move forward by the ELT.

At an operational level, data to inform decision making is available through the Pima Reports platform introduced previously. Through the platform all College employees have access to a variety of reports ranging from institutional KPIs to operational data sets, subject to required security approvals. With the 2015 business intelligence adoption, data access to units has increased, so that they may drill down to their metric of interest, from institution-wide data to data by division, subject or another parameter. Additional reports are developed on request to ensure units have access to the data they need to support their work. In total, there are approximately 300 reports in the system.

Among the recent data informed decisions by the College, there is the class and comp study (see 5.B.1), the decision to offer STU classes at no cost (see 5.C.2), the budget development process (5.B.3) and recent program review decisions (4.A.1). Additional examples of the use of data in institutional decisions are provided in 5.C.6.

Academics

Among the Acting Provost's Goals is the creation of a yearlong guaranteed schedule and the contemplation of converting one of the College's five campuses to a predominantly eight-week campus. These efforts have been informed by data throughout. To build a yearlong schedule, a task force led by the Acting Provost and Vice Provost looked to the past success of a Campus Vice President, who, through collaboration with Academic Deans, was able to increase the average number of

sections in which students enrolled by creating a block schedule. The Task Force reviewed historical data on new to higher education students in each of the College's transfer degree programs to determine the number of seats and completion tracks that would be needed at each campus to allow students to complete their program of study in-person. This data review culminated in a yearlong schedule calibrated to the anticipated enrollment of each of the College's transfer degrees.

5.A.3   The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy, and processes through effective collaborative structures.

Pima Community College uses the same process for broad policy formulation and review outlined above to create and review academic policy. As noted previously, this process involves all College constituents, including faculty, staff and students, in setting academic requirements, policy, and processes.

Faculty Oversight of Curriculum
To ensure faculty oversight of academic matters at discipline level, PCC has formed Discipline Faculty Committees (DFCs). DFCs are responsible for overseeing curriculum, reviewing student learning outcome data, program review, and determining minimum qualifications for faculty in each discipline. Voting members of DFCs include all full-time faculty who teach within a discipline, a minimum of one adjunct faculty representative and the Division Dean who oversees the discipline. When DFCs propose changes to the curriculum they oversee, these proposed changes enter a workflow that includes review by the Division Dean and the College Curriculum Council (CCC). The CCC brings a College-wide perspective to bear on curricular matters. Recent minutes from the CCC document its activities. Courses that are considered for inclusion within the College's general education curriculum are reviewed by the General Education Committee that include faculty representing each of the College's Divisions. The majority of these Committees' work is conducted and documented through the College's curriculum management platform. Occasionally, items may be pulled from that system and discussed during virtual meetings: CCC Minutes for 3/21/2022 and General Education Committee Minutes for 10/12/2022. After review by these Committees, all modifications to curriculum are reviewed by the Provost. (See Criterion 4.#.#. And 5.C.2)

5.B. – Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources, and opportunities.

3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

5.B.1   The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

PCC has qualified and trained operational staff. The Human Resources Department oversees PCC's personnel systems, including Talent Acquisition, Classification and Compensation, Employee Relations, and Operational Effectiveness and Development. In June 2022, the Governing Board approved the implementation of a new classification and compensation structure to align positions to market. The new structure created job families, levels, and job descriptions that replaced the previous title and compensation structure for regular staff and administrator positions (example: job description for Instructional Designer).

Human Resources uses CornerStone Applicant Tracking software for administrator and staff recruitment, and the process involves a review of minimum qualifications for each applicant, as well as determination of the applicant's knowledge, skills, and abilities. Recruitment processes are aligned with College policies, including Board Policy 2.02, Hiring of Personnel and Administrative Procedure 2.02.01, Filling Authorized, Vacant, Regular, Staff and Administrator Positions.

In fulfillment of Board Policy 5.15, Employee Development, the College evaluates employee performance and provides professional development opportunities. All newly-hired, regular administrators and staff are required to attend New Employee Orientation, with additional training available for supervisors and opportunities for essential learning (example of Professional Development Training opportunities). In 2018, a College-directed training program was rolled out to all employees, and ongoing refresher training is required every two years to ensure employees are current with compliance topics (example: training topics for Refresher 2023). Employees may seek other professional development training through Precipio, internal College programs, and via the use of Professional Development funds (e.g., Staff Professional Development policy). MyCareerCenter is used to set annual goals for administrators and staff (e.g., goal setting process),and supervisors monitor and acknowledge achievement of these goals during the annual employee evaluation process (e.g., administrator and staff evaluation).

Infrastructure

PCC is a multi-campus district with a centralized District Office that provides resources and support for educational services. The College provides instruction at five campuses, three learning centers, and multiple additional locations across Pima County and Southern Arizona. PCC also offers online asynchronous courses, many of which are designed and facilitated through PimaOnline. The Facilities Master Plan allocates physical space to support the Educational Master Plan. A mid-cycle review of the

Facilities and Education Master Plan was completed, with an initial report of findings and recommendations provided to the Governing Board in April 2021. It was decided to roll the recommendations into the next strategic planning process. The College procured and implemented software to plan for deferred maintenance of facilities, and these considerations are included in the capital planning process.

PCC employs a Chief Information Officer (CIO) who oversees information technology resource management for the institution. The Information Technology (IT) Department utilizes.
an intake process through the TeamDynamix system to ensure appropriate resource management and project prioritization and maintains a list of ongoing projects. During the annual budget development process, IT allocates funds for capital purchases, including lifecycle expenses for equipment, and annual licensing and maintenance fees. During the COVID-19 pandemic, PCC utilized Higher Education Emergency Relief Funds (HEERF) to make significant investments in fiber optic cables, networking equipment, and uninterruptible power supplies to ensure the stability of its IT infrastructure in support of the delivery of education and services into the future. PCC is also developing HyFlex classrooms, initially funded via HEERF, and employees are being trained to utilize the new facilities.

5.B.2 The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources, and opportunities.

PCC ensures the goals incorporated into the mission and related statements are realistic through two primary means: (1) the process for identifying goals and (2) how they are monitored, and priorities are adjusted as needed. Both approaches are supported by PCC's Portfolio and Project Management Office.

There are two primary sources of college-wide priorities, the Strategic Plan and Chancellor's Goals, both of which directly connect to PCC's mission. The mission fulfillment framework was reviewed, updated and approved by the Governing Board in May 2021 (agenda item, approval (pg. 4, Action (consent) 4.14), one month before the Strategic Plan was adopted (agenda item, approval (consent agenda, pg. 48-49). Please see Criterion 1.A and 5.C for information on the review of the mission and the strategic planning process. Note that development of the current Strategic Plan continued an ongoing commitment by the College to simplify its strategic priorities and commit to a small number of high impact priorities (pg. 24-28), in contrast to older plans at the College that included over 150 actions highly detailed actions (e.g. 2011-2013 College Plan pg. 3).

The structure of the current Strategic Plan changed from an original approach of thematic groupings of priorities (e.g. 2011-2013 College Plan pg. 3) or hybrid approach with thematic groupings and identified initiative starting years (2017-2021 Strategic Plan) to a full high-level project plan with initiatives assigned to specific completion years (pg.

24-28). The Plan was intentionally developed with fewer priorities in years 3 and 4, to provide either extra capacity should more time be needed for year 1 or 2 priorities or to provide flexibility to add new priorities in later years. That flexibility is being leveraged in a mid-plan review, described in Criterion 5.C. Through a defined Plan implementation process, Plan priorities were assigned to either the college-wide improvement process (the Institutional Quality (IQ) process described in 5.C.6) or an individual administrative lead. Through monitoring in Smartsheet and regular status meetings, year 1 and year 2 status was monitored. During the mid-Plan review (pg. 4-5), progress on the goals was assessed and, while completion continued to be slightly lower than expected due to the pandemic, initiatives were in place that would lead to an increase of ~2,000 completers in the 2023-2024 year as a result of the implementation of autoconfer and development of PimaFastTrack (as expanded on in 5.C.6). Examples of priorities successfully completed on schedule include "Prioritize high quality customer service and learner engagement", "Review and apply program viability targets and close programs", and "Expand completion points including industry credentials and micro-credentials". At this point in time, the Year 1 and Year 2 initiatives are ~ 80% complete based upon an average percent complete.

At the mid-Plan point it was found that several priorities were behind schedule, for example, "Enhancements to Guided Pathways", "Development of a new Strategic Enrollment Plan", and "Restructure all offerings around areas of interest". The project leads have identified recovery plans that are in process in 2023-2024. Regular updates to the Executive Leadership Team and Deputies Group were added to the monitoring process starting in October 2023 to further augment governance and support completion of the plan.

The second major source of college-wide priorities are the Chancellor's Goals (e.g., Interim Chancellor's Goals for 2023-2024), established annually by the Chancellor and approved by the Governing Board. The 2023-2024 Interim Chancellor Goals were developed through a collaborative process (pg. 1) involving the Executive Leadership Team members and the College's wider leadership group (director-level employees and above). For 2023/2024, from an original list of ~50 candidate initiatives a final set of four goals were selected with subgoals including measurable KPIs. Through a subsequent discussion, ELT agreed that the College was at capacity for priority initiatives and the decision was made not to pursue additional college-wide priorities (pg. 2). As a result of the ELT decision and confirmation of adequate resources, a final set of PCC 2023-2024 Priorities was issued on October 10, 2023 by the Chief Strategy Office.

Implementation and monitoring of the Strategic Plan and Interim Chancellors Goals is led by the newly established Portfolio and Project Management Office. In the 2022-2023 year, PCC refreshed plans to develop a Project Management Office and redefined it as a Project Portfolio and Management Office (PPMO). A director was hired in spring 2023, charged with assessing the PCC project management "as is" landscape, developing a "to be" project management state, and providing development and training to address the identified gaps. In addition, the director addressed challenges including new projects

identification, intake and approval and ensuring PCC has the necessary human resources for the multi-unit, college-wide portfolio of projects. The latter had a specific focus on human resources. PCC has effective processes to address financial resources (described elsewhere) but did not have a formal process associated with human resources. Also key for the PPMO is building out a cascading structure from the Strategic Plan to projects across the College. While this has been in place in a limited way for the 2021-2025 Strategic Plan (see 5.C), the PPMO supports continuous improvement by bringing a more structured and intentional approach.

Effective late spring 2023, process maps describing different steps of the project lifecycle are in development, a Smartsheet User Group has been established and a Project Coordination Group is in development. The Smartsheet User Group is intended to provide support for Smartsheet users, provide training for new users, leverage resources through PCC licenses and demonstrate successes. The Project Coordination Group has a range of responsibilities, including, for example, members coordinating the Project Intake process and ensuring resource capacity before a college-wide project is undertaken.

The work of the PPMO builds processes and systems (IQ2, described in 5.C.4) to support PCC's ability to ensure its goals and major cross-unit projects are realistic in light of the institution's organization, resources, and opportunities.

5.B.3   The institution has a well-developed process in place for budgeting and for monitoring its finances.

PCC has a well-developed process for budgeting, which is overseen by the CFO (see BO 4.01, Financial Controls and Institutional Budget). Resources are allocated to meet the mission, integrated planning framework, and operational needs, and PCC's organizational structure ensures oversight of district-wide departments and services and associated budgets (see Standard Operating Procedure - Resource Allocation).

The proposed budget is presented annually to the Governing Board for adoption as required by Arizona Revised Statutes (see presentation, Fiscal Year 2023-2024 Truth in Taxation and Proposed Budget). It establishes the maximum spending capacity for the fiscal year, and certain components of the budget are reviewed and approved by the Governing Board as part of the annual budget development cycle.

Budget Development

The budget development process begins with the submission of a calendar to the Governing Board (e.g., Board Report - Fiscal Year 2024-2025 Budget Development Calendar), which highlights the major milestones and decisions. A budget forecast is developed to provide an overview of projected revenues and expenditures prior to the Unit Allocation and Capital Request Processes. The forecast is reviewed by the Executive Leadership Team and the Governing Board to establish priorities for the year,

identify opportunities to reallocate resources, and review metrics related to PCC's stewardship of taxpayer dollars. The November 2022 Budget Forecast presentation to the Board serves as an example. College budget criteria were established in 2015 to aid in decision-making and, as described in 5.C.4., the HLC Financial Ratios are utilized in developing the budget model and monitoring progress.

Financial Services completes a review of current year budgets and active capital projects prior to facilitating the Unit Allocation and Capital Request Processes. PCC utilizes an incremental approach to the development of the annual budget, in which the prior year's allocations provide the starting point for the next fiscal year (e.g., Unit Allocation for Human Resources). New requests are reviewed for alignment with College input & planning processes before they are submitted to the Executive Leadership Team for review, prioritization, and approval (e.g., capital request, WC Health Professions Fume Hoods). The CFO and Financial Services staff compile the proposed budget for presentation to and adoption by the Governing Board.

Outside of the annual budget development cycle, the Strategic Initiative Budget Request process captures all out of cycle requests (Strategic Initiative Budget Request Process Flowchart). These requests may include funds to implement a new program or service, as well as out of cycle capital needs, small dollar purchases to fund the outcomes of assessment, and requests for new positions.

Budget Monitoring

PCCs resource allocation and monitoring process includes a comprehensive system of checks and balances to safeguard against elective resource allocations and inappropriate disbursement of revenue. Administrative Procedures govern Accounts Receivable Services, Contracts, Grants, Purchasing, and College Travel activities, and allocations are monitored by both the appropriate units and the District's Financial Services unit using several mechanisms. College employees have query access and can view Budget versus Actual reports through the Banner Enterprise Resource Planning system, Banner Finance Self Service Finance queries in MyPima, or Pima Reports, by using assigned cost center elements (e.g., Banner 9 Self-Service Budget Queries Presentation).

In addition, PCC leverages systems to create efficiencies and gather data utilized for analysis and to anticipate future budgets. For example, the travel and expense management is completed within the Concur System, and PCC launched a Procure to Pay solution using ESM and Ellucian to streamline some purchases through a catalog of vendors (see PCC eProcure Quick Start Guide). PCC has procured Chrome River Invoice Management software and is implementing e-invoicing as the next phase of enhancements to the Procurement and Payment Services department.

The Governing Board receives a monthly financial report that details revenues and expenses, and significant changes between the current and prior year are described

(see example [Financial Statements from August 2023](#)). Further, reports on annual capital expenditures are provided quarterly to the Governing Board and the Finance and Audit Committee (see example [Fiscal Year 2023 Capital Project Plan Update, Fourth Quarterly Report](#)).

Since tuition and fee revenues were pledged to fund the debt service for the Revenue Bonds, as described in 5.B.4., PCC is responsive to periodic requests from the issuers of its credit ratings. PCC has a Stable Outlook with an Aa2 Issuer Rating and an Aa3 Revenue Backed Rating, issued by [Moody's Investors Service in August 2021](#). [Fitch Ratings completed a review in December 2022](#) and determined that no action was needed; PCC remains with a Stable Outlook, an AA Long Term Issuer Default Rating, and an AA- for Revenue Bonds. All ratings actions are shared with the Governing Board and the Finance and Audit Committee.

5.B.4   The institution's fiscal allocations ensure that its educational purposes are achieved.

The annual budget development process is driven by PCC's integrated planning framework, and as described in 5.C.4, several mechanisms are utilized to ensure the fiscal vitality and stability of the institution and the achievement of its educational purposes.

In support of the Educational and Facilities Master Plans, as described in 5.B.1., PCC issued revenue bonds in 2019 to fund the first phase of renovations and construction. PCC was in a strong position to issue debt, having retired all previous bond debt in fiscal year 2013. As required by state statute, the projects were presented to the [Joint Committee on Capital Review on September 20, 2018 (pp. 43-46)](#), and the Committee unanimously provided [a favorable review](#). Annual progress reports are provided to the Joint Committee on Capital Review, for example: [PCC Status Report to JCCR, July 2023](#). In fiscal year 2024, $4.5M was allocated to debt service. The [Capital Request Process](#) takes into consideration ongoing needs and deferred maintenance. As described in 5.B.3., requests are reviewed for alignment with PCC's integrated planning framework, capacity of staff to implement, and resource availability.

PCC has made significant progress in tying the budget to the development and assessment of programs and services. For example, a Finance staff member participates on the Program Recommendations Team and reviews budget requests included in the Program Review. As described in 5.B.3., requests for additional operational and/or capital resources to support the program may be submitted during the annual budget development cycle. To support out-of-cycle needs, a Strategic Initiative Budget Request may be submitted; Curriculum Quality Improvement reviews such requests to ensure alignment with assessment outcomes (see, for example, the [funded request for a Class B Crew Cab Vehicle](#)). The [New Program Business Plan Template](#) estimates the costs for adding a new program. The template is reviewed by Finance as

part of the workflow in the Curriculog system, and budget requests follow the same process as described for Program Review. (Example:).

PCC has [67 active grant programs](#), totaling $125.6M over all award years, serving 11,087 students, and employing 161 staff and faculty. These programs enable PCC to provide student support services to targeted populations, while also allowing for curriculum redesign and development, creating professional development opportunities for faculty, and providing resources for classroom redesign, such as the [Upward Bound Program](#). All five PCC campuses are designated by the U.S. Department of Education Office of Postsecondary Education as eligible for Hispanic Serving Institution (HS), Title III, and Title V programs.

In 2017, PCC and the Pima Foundation entered a formal services agreement to affirm the relationship between the two organizations, and [a new agreement was executed in for the period from July 1, 2022 to June 30, 2025](#). While the Foundation is a non-profit, 501(c)(3), and a separate entity, it is considered a component unit; the Foundation's audited annual financial statements are presented with PCC's in accordance with Governmental Accounting Standards Board reporting standards (see pp. 2, 28 of the [Annual Comprehensive Financial Report for the Year Ended June 30, 2022](#)). The Pima Foundation provides scholarships to students and is currently working towards a goal to raise $300M by 2028 to benefit PCC (see [2021-2022 Pima Foundation Annual Report](#)).

5.C. – Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes, and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy, and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

5.C.1 The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes, and affiliated centers.

As described in 5.B.3, PCC has a well-defined budget development process that aligns resources with integrated planning priorities. In recent years, there has been a strong emphasis on reallocating financial and human resources from programs or services that no longer support the direction of PCC to areas of documented growth or need (December 2019 Budget Forecast, p. 8). For example, PCC's External Relations department oversaw the *Career Focus* publication that was mailed to the local community. In November 2021, the Executive Leadership Team reviewed and approved a proposal to stop printing the *Career Focus* and reallocate those funds to hire student recruiters. This action was based on data from the *Survey of Perceived Barriers to College Attendance Survey*, as well as the estimated Return on Investment for shifting the model to a proactive approach.

Another instance of resource reallocation occurred when the College identified a need for a position to serve as the Director of Open Educational Resources & Course Materials. This position would continue the 2021-2025 Strategic Plan Priority to "Further the adoption of Open Educational Resources (OER) and reduced cost educational materials college-wide and ensure these lower cost options are clearly identified." The Office of the Provost reviewed vacancies within the organization and repurposed an Instructional Faculty position.

As discussed in 5.B.4, PCC is making significant investments in facilities and equipment to support the Centers of Excellence, and the Reallocation of Capital Project Resources process provides a mechanism to repurpose approved budgets when changes of scope arise. Requests exceeding $250K in value are approved by the Executive Leadership Team, and the Governing Board is informed of the changes. For example, in October 2023 a request to reallocate $371K to support networking needs for the Advanced Manufacturing Center from a project that has been postponed was approved. This action allows the networking project to continue as planned while being mindful of the College's limited capital resources.

5.C.2 The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

PCC has defined processes for assessment of student learning and program quality (see Core Component 4.B), evaluation of operations though the institutional quality process (see Core Component 5.C.6) and institutional planning (see Core Component 5.C). While the timeline for each of these processes varies, funding channels are in place to address the identified budget needs throughout the year, as well as a comprehensive planning process. Budget processes linked to planning and assessment include the Unit Allocation Process, the Capital Budget Request Process, and the Strategic Initiative Budget Request Process.

Examples of links between budget and planning include:

1. As a mechanism to encourage enrollment and increase student access after the onset of the COVID-19 pandemic the, the Governing Board authorized PCC to offer Student Success (STU) courses at no cost for tuition and service fees for the [2020-2021 Academic Year](#). The program was refined for [2021-2022 to focus on *Success Support Courses*](#), which support onboarding for students and alignment with the Voluntary Framework for Accountability (VFA). Based on [persistence and retention data for fall cohorts](#), the Governing Board approved permanently offering Success Support Courses at no cost, starting with the [2022-2023 Academic Year](#). PCC utilizes the expenditure capacity provided by the passage of Prop 481, as well as revenues provided by Proposition 207, Smart & Safe Arizona, to cover the lost revenues for these courses.

2. In June 2022, the Executive Leadership Team approved the addition of a [fifth College Success Coach](#), funded via Strategic Initiatives. This request ensures that each campus location has a Coach to support new-to-hire-education students as PCC seeks to improve persistence and retention rates for students in support of the Achieve60AZ and VFA goals.

3. Recognizing weaknesses in project management, PCC created a new Portfolio and Project Management Office (PPMO; see [Strategy, Analytics and Research's Unit Plan](#), "set up a project management office") and staffed it with a [new director position using a repurposed vacant position](#), to lead the coordination of projects and priorities college wide, highlighting connections between planning, evaluation of operations and budget at the operation level. (For details on the work of the PPMO, see 5.B.2.) In addition, a strategic initiatives funding request was approved to provide in-depth project management training for the College's new project coordination team ([request](#), information item to the [Executive Leadership Team](#)).

4. In the [2021-2025 Strategic Plan](#) (pg. 25), PCC committed to "Develop a comprehensive Climate Action Plan addressing academics and operations, to position the College to halve its carbon footprint by 2030." Through a 2021-2022 planning process, PCC developed its first [Climate Action and Sustainability Plan](#) (CASP). The plan was developed through a collaborative process (pg. 8), leveraging a cross-college team (pg. 9) and a curriculum sub-group (page 10). It is broad in scope, including academics and operations (pg. 11-13). To support the implementation of the plan, a Sustainability Office was established by reassigning a vacant position. A fellow was hired for the Teaching and Learning Center and a full-time faculty member was hired to support the goal to infuse climate action through the curriculum and develop a climate action and sustainability program. Funding was also secured to [create a small fund to finance sustainability projects](#). The work identified and carried out under the auspices of the CASP directly connects planning, operations, budgeting and student learning.

5. As part of the 2022-2023 Chancellor's Goals, IT [completed a holistic review of PCC's enterprise application portfolio](#), aligning key systems with defined business capabilities. This initiative shed light on PCC's opportunity to reduce duplicity in systems, close system gaps with regards to business capabilities, and make sure it provides value-add systems to employees. The process has resulted in

recommendations for improvements and provided a foundation for future building. This process also dovetails with IT's newly implemented project intake and prioritization process. By having a better understanding of PCC's application portfolio, IT can better maximize the use of existing systems before simply expanding the existing portfolio. While primarily to support operational improvement, the project directly impacted the budget by streamlining systems and removing duplicate systems.

6. In spring 2023, Academic Affairs initiated a formal process for examining disaggregated data related to productive grade rates (DFW) and tied to the two Institutional Goals of increasing completer counts to 6,000 by 2024-25 and doubling the completer counts of identified demographic groups by 2024-2025. This process included holding a data summit that allowed discipline faculty to identify interventions meant to improve student outcomes and request resources to fund those initiatives. Examples of the analysis and types of resources requested include plans from Accounting, Writing, and Mathematics.

7. Productive grade rates *(retained for 10/30 comment)*

5.C.3   The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

PCC leverages an integrated planning process centered on the Strategic Plan. In prior planning processes, the Education Master Plan, Facilities Master Plan, Strategic Enrollment Management Plan and Diversity, Equity and Inclusion (DEI) Plan have been developed separately, by different teams. Effective early 2023, PCC has shifted to a comprehensive integrated planning process led through the office of Strategy, Analytics and Research (e.g. EMP and FMP change). The next comprehensive planning process launches in fall 2024. The most recent college-wide planning process was the development of the current Strategic Plan (approved in spring 2021), which is described in 5C. In addition, during the 2023-2024 year, PCC is conducting a Strategic Plan refresh and extension to align the strategic planning timeline with the search for a new Chancellor. Work is also underway updating the SEMP and the DEI Plan update is included as part of the 2023-2024 strategic planning cycle through the new Social Justice Team.

The PCC strategic planning process is directly connected to its mission and considers the institution as a whole. It's an open and collaborative process that includes internal and external perspectives. The 2021-2025 Strategic Plan was developed by PCC's Strategic Planning Team (SPT), composed of representatives from across key stakeholder areas as described in AP 1.16.02 Strategic Planning (pp. 2-3). The members of the SPT were selected through a survey inviting volunteers that was released via email and mentioned at Faculty Senate (p. 4). Each member had defined responsibilities which included providing two-way communication to their stakeholder group, to ensure broad input into the process. Early in the planning process, a faculty co-

chair was selected who co-led the processes throughout (November 22, 2019 meeting (slide 3), final list of Strategic Plan membership (p. 15).

During the planning process, several discussion topics focus on the needs of internal and external stakeholders, i.e., PCC engaged in an institutional context discussion (slides, notes), focused on its history, complexity and culture. This critical conversation focused on the needs of employees, reinforcing employee input throughout the planning process. PCC has been holding an annual Futures Conference to gather input from the external and internal community, on a range of topics, since 2013. As a result of the pandemic, rather than hold an in-person conference in 2021, PCC held four online events using the interactive slide software Menti to ensure there was broad input into the strategic planning process. These online events enabled PCC to gather feedback on the mission review (which is a major step in PCC's planning process), community needs, long term priorities and the draft strategic plan. In addition, in the final stages of Strategic Plan development, a survey was sent out to internal and external stakeholders to gather feedback, with the draft plan revised based on the input received.

A final draft of the 2021-2025 Strategic Plan was shared with the Governing Board at a public study session in May 2021 (draft plan, agenda, meeting minutes) to support transparency around the priorities in the Plan.

5.C.4   The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

PCC has a sound understanding of its current capacity and utilizes a variety of forecasting tools and analysis. As described in 5.B.3., the CFO provides a budget forecast to the Executive Leadership Team in the Fall, including projected changes in revenues, expenditures, and enrollment.

The Finance department monitors several indicators, including revenues by type, cost per FTSE, FTSE per full time employee, and personnel costs as a percentage of PCC's operations. PCC utilizes the Financial Ratios and Composite Financial Index, Consumer Price Index, Integrated Postsecondary Education Data System, and other metrics in the development of the budget model. The CFO utilizes the multi-year budget model during conversations with the Governing Board to show the impacts of tuition, property tax, salary and wage, and other proposals on the College's financial indicators, stewardship, and market comparisons.

Board Policy 4.07, Financial Stability, establishes appropriate reserve thresholds. The CFO presents the Reserves Ratio information to the Governing Board throughout the budget development cycle to ensure the long term viability of the organization while meeting ongoing financial commitments, including bond covenants and contractual obligations, addressing capital and deferred maintenance expenses, and maintaining a sustainable operating structure.

A summary analysis of PCC's capacity is captured in the [Annual Comprehensive Financial Report](#) (ACFR). The statistical section of the ACFR, starting on p. 53, includes information on financial trends, revenue and debt capacity, demographic and economic information, and operating information. Annually, the CFO reports the [results of the ACFR to the Governing Board](#) and the Finance and Audit Committee.

Given minimal state appropriations, property taxes and tuition are the primary revenue sources, and PCC has engaged in long-term budget planning to meet anticipated challenges. Most recently, the [College's Budget Plan for Fiscal Years 2018-2021](#) addressed reductions in the operating budget to meet an anticipated and significant reduction in the Expenditure Limit (see [slides 8-9 in the PCC's Financial Structure and Overview Presentation](#)). In November 2020, PCC had a ballot initiative, [Proposition 481](#), in the general election to reset the base Expenditure Limit; [the citizens of Pima County approved the measure](#), providing a significant increase in capacity to spend tax-based revenues on operations.

As part of the 2023-2024 Interim Chancellor's Goals/College Priorities, the CFO will oversee the development of a three-year budget plan for fiscal years 2025-2027. The plan is intended to include ongoing costs to sustain the classification and compensation structure and align the institution to realistic revenue projections and enrollment in order to right-size the institution.

5.C.5   Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy, and state support.

Recognizing the pace of change in the world and the need to anticipate possible future impacts, PCC leverages a planning process that uses traditional planning methods from the Society of College and University Planning's planning model and futures methods from the Institute for the Future (e.g., [planning process introduction](#), slides 7 and 8). As part of the futures component of the work, the Strategic Planning Team considered [drivers and signals of change](#) and identified critical focus areas such as the future of competition and the future of college funding ([example](#)). To ensure broad participation, sessions were held for the Strategic Planning Team and also with the [Executive Leadership Team](#) and [Joint Cabinet](#). A study session was also held with the Governing Board ([agenda](#), [materials](#)). Through the futures work, PCC identified several [futures themes](#) (p. 11-12) that helped shape the 2021-2025 Strategic Plan.

PCC also leveraged traditional planning components including an [environmental scan](#) to assess the external environment with the STEEP framework (social, technology, environmental, economic and political forces) and a completed a [strengths, weaknesses, opportunities and threats analysis](#), approached from the perspective of Achieve 60 Pima County and considering county demographics and PCC enrollment, progress and outcomes data.

PCC holds an annual Futures Conference, which is an opportunity to discuss its future with internal and external community members. The 2023 Futures Conference incorporated discussion questions flowing from the futures areas identified in the strategic planning process (future of technology, the future PCC learner, the future of educational outcomes, the future of social justice). For the discussion about the future PCC learner, attendees reviewed Pima County projection data from the Arizona Office of Economic Opportunity, including overall population and projected trends for diverse residents. The event also included the addition of a futures game, further reflecting PCC's more future-focused planning methodology. The results from the Futures Conference (example discussion notes) will help inform the strategic planning update in 2023-2024.

The Chancellor's Strategic Cabinet serves as the leadership group focused on strategy, with meetings facilitated by the Chief Strategy Officer. The group meets roughly once a month and discusses a range of strategic topics. The 2023-2024 draft schedule effective October 2023 highlights topics considered by the group. Among the topics discussed, the Cabinet considers trends likely to impact the College and engages in activities to think about how the future will be shaped by those trends.

In addition, to prepare the College community for upcoming demographic changes, the state demographer was invited to present at the College's fall kick-off event, All College Day. A summary of the data was also shared with the Governing Board (agenda, slides). PCC utilizes several mechanisms to monitor and respond to external changes, including ongoing monitoring of external changes by diverse College units as part of the unit planning process within the Institutional Quality process (for example, Adult Basic Education for College and Career and the Arts Division; see 5.C.6 for more information).

Further, the Governing Board's Finance and Audit Committee meets regularly with PCC's contracted vendor for Investment Manager Services. The allocations and performance of PCC's investment portfolio are compared against benchmarks, and the Federal Reserve actions and global markets are discussed (e.g., portfolio from September 2023).

PCC's contracted lobbyists monitor legislation and work closely with administration and staff to develop strategies to support the mission and strategic goals; updates on legislative activities are also provided to the Governing Board (e.g., update from February 2023). As discussed in 5.C.4., PCC receives minimal support from the State, and the contracted lobbyists advocate for funding from both local and federal sources. Efforts have been successful, including a $15 million one-time appropriation from the State to support the Aviation Technology Center Expansion, and $2.2 million in federal grants for workforce and learning center initiatives.

Additionally, the state lobbyist has assisted PCC with legislative changes, such as SB1400, Community colleges: non-credit workforce training, which creates a statutory

definition for noncredit workforce training for community colleges and allows noncredit workforce training courses to be included into the full time equivalent student enrollment (FTSE) calculation of the district's expenditure limit calculation. This legislative action is significant, as PCC has prioritized workforce development and initiatives, and previously that education was not included in the FTSE calculation.

Finally, PCC monitors external factors related to travel for a district purpose. Administrative Procedure 4.06.01, College Travel, requires a risk assessment prior to the approval of international trips; these requests are routed through the Concur (see pp. 27-28 of the PCC Travel Manual).

5.C.6. The institution implements its plans to systematically improve its operations and student outcomes.

Institutional Improvement

As a data-informed institution, PCC collects institutional data through various modalities to monitor its progress against its mission and strategic plan, as described in 5.A.2. Through the Strategic Plan, PCC has identified Institutional Key Performance Indicators (p. 16) which are monitored through an interactive dashboard (example). Routine, systematic monitoring of indicators enables PCC to identify areas for improvement or monitor the effectiveness of changes.

Within the Strategic Plan, PCC committed to two Institutional Targets, which guide priorities. During May 2023, PCC conducted a mid-Plan assessment of progress on the Strategic Plan to both the senior leadership team (slides) and the Governing Board (slides, report). Institutional Target 1 seeks to increase overall completer counts to 6,000 by 2024-2025 and the College faces challenges due to the drop in completers that occurred during the pandemic. However, the Strategic Plan identifies a number of strategic priorities that will increase completion. All priorities in the Strategic Plan are implemented through one of two methods (p. 1), with tracking through Smartsheet (example dashboard) and update meetings between the implementation lead and Chief Strategy Officer once every two to three months. Progress was assessed in May 2023 and current estimates indicate potential increases including:
1. The strategic goal on autoconfer (p. 32) is on target for completion by June 30, 2023 and estimates indicate it may yield up to a 1,500 increase in completers
2. The strategic goal focused on expanding completion points is addressing PCC's new Marketable Skills Awards (p. 31) through the PimaFastTrack program. While not credit completion points, they carry value for learners. As of May 2023, approximately 1,000 learners are in the PimaFastTrack pipeline, which may lead up to ~500 new completers each year.

As part of the mid-Plan review (pp. 9-12), it was found that three year one and year two priorities are complete and the majority of other items are at 90% or higher completion.

To support systematic improvement, roadblocks (including resource needs) and steps to completion were identified, for follow-up and support through senior administration.

While the May 2023 review indicated that PCC is on progress to meet its first Institutional Target, even though completer counts at that point in time were [below pre-pandemic levels](#) (p. 4), progress is less certain on the second target that looks to double the completion of three race/ethnicity groups. It was found that for the most recently completed year, 2021-2022, 1,371 completers were Hispanic or Latino, 111 were Black or African American, and 61 were American Indian and Alaska Native. [In all three cases](#), the counts are lower than the pre-pandemic year (2019-2020). While the initiatives discussed previously will also positively impact completion for the three race/ethnicity populations, they may or may not lead to the Plan targets of doubling completion for those groups. [Several actions were underway](#) (p. 6) effective May 2023 to address this target, including finalize a new Diversity, Equity and Inclusion Plan, benchmarking using the Integrated Postsecondary Education Data System (IPEDS) to identify College that have seen significant increases in minority completion and the formation of a Social Justice Team.

While the Strategic Plan provides overarching priorities, each year the Chancellor identifies annual goals, aligned with the plan (e.g. [2021-2022](#), [2022-2023](#)). Each goal is assigned to a lead, with oversight through senior leadership. Progress is monitored through a [schedule of updates](#) and Smartsheets, with public facing dashboards reporting progress ([website](#) p. 2), accessed 5/17/23 and, e.g., the [Chancellor's Goals dashboard from May 2023](#) to support transparency and accountability..

As part of the assessment of the institution, PCC administers several surveys to gather benchmark data on key topics. This includes administering the community college engagement surveys from the University of Austin in Texas and the Ruffalo Noel Levitz College Employee Satisfaction Survey. The findings are used to identify areas of improvement. Recent examples include:

1. The [Community College Survey of Student Engagement (CCSSE)](#), the [Survey of Entering Student Engagement (SENSE)](#), the [Community College Faculty Survey of Student Engagement (CCFSSE)](#) and the new race/ethnicity surveys ([faculty](#), [students](#)) within the same survey suite were administered in the 2021-2022 year. In the [2022-2023 Chancellor's Goals](#), an administrator was assigned to each survey to form teams to analyze the results and identify areas for improvement, with reports of recommendations developed (for example, the [report on the CCSSE and CCFSSE findings](#)). The recommendations will be considered as part of the 2023-2024 Strategic Plan review.
2. In the [College Employee Satisfaction Survey (CESS) administration in spring 2022](#), which was PCC's fifth administration of the survey, it was found that while the College had improved for the majority of the statements related to campus culture and policies, findings were somewhat flat for statements related to work environment. It was further found that full time faculty satisfaction was lower than that

of all employees for the majority of statements in the survey. In the [2023-2024 Interim Chancellor's Goals](), Goal 3 is "enhance a culture of caring" and it includes a follow-up to the CESS survey involving holding listening sessions to understand the why behind the responses. In addition, PCC has created a new [Chief Culture Impact Officer]() in September 2023 to support improvements to the culture at the College.

Through the CESS survey, PCC monitors employee perceptions about a range of topics. For the statement "efforts to improve quality are paying off at this institution, the mean for all employee satisfaction has increased from 2.96 in 2013 to 3.31, which is no longer statistically significantly different from the 2022 comparison colleges ([full report](), [chart]()). Responses from faculty have also increased for this statement from 2.94 (in 2015, the first administration where faculty responses were gathered separate from all employees) to 3.21 in 2022 ([chart]()). However, it is noted that faculty satisfaction is lower than for all employees.

Student Outcomes improvement

As detailed in Criterion 4.B.1-2, Curriculum Quality Improvement (CQI) coordinates processes for the assessment of General Education, Program, and Course Learning Outcomes; the faculty co-chaired Student Learning Assessment Workgroup (SLAW) collaborates with CQI and other assessment stakeholders on institutional assessment practices.

Operational improvement

At the operational level, PCC has engaged in unit planning and unit effectiveness since 2015. In the early years of the process, it was very manual and not straightforward to monitor. Further, professional development for the units was through presentations and not always available when needed. To address these weaknesses, PCC adopted a new Institutional Quality (IQ) process (see [AP 1.16.03]()) in fall 2021. The process is intended to support operational improvement and provide a mechanism to support progress on the effectiveness goals within the [Strategic Plan]() (e.g. pages 24 and 27). Each year, the IQ process focuses on an aspect of operation improvement, with training for units provided through bite-sized videos released through Percipio in PCC's professional development system. The IQ process directly supports the continuous improvement theme in the [2021-2025 Strategic Plan]() (p. 24 and elsewhere). The overall status of the IQ process is monitored as part of the Strategic Plan status tracking (e.g. [May 2023 status report]() presented to PCC's Governing Board). Through the Strategic Plan, a [project has been established]() to infuse continuous improvement throughout PCC, including collaborative activities across College units identifying and prioritizing ways to seek improvement.

IQ1: Unit planning

In 2021-2022, phase one of the IQ process (IQ1) focused on unit planning. Through this process units considered the following as they worked to develop unit plans:

1. Unit mission statement and operational objectives
2. Unit context (history, complexity, culture)
3. Competition and future trends impacting the unit
4. Strengths, weaknesses, opportunities and threats analysis
5. Priorities from the 2021-2025 Strategic Plan
6. Other College priorities (enrollment; diversity, equity and inclusion; climate action and sustainability)

Each step in the process is supported by Percipio Training for IQ1. Currently, 82% of the units identified at the start if IQ1 have plans recorded within the tracking system (e.g. Center for International Education IQ1 Plan, Athletics IQ Unit Plan, Curriculum and Academic Quality IQ Unit Plan, Financial Aid and Scholarship IQ Unit Plan, Information Technology IQ Unit Plan). Updates on the status of those plans will be gathered in the summer and early fall using the Unit Plan Update Process. Work is also ongoing to support those units that do not currently have a submitted plan.

As an example of how plans were developed, for fiscal year 2024, the IT department developed an informed IT strategic plan based on data collected through various surveys. Three key surveys informed the process: stakeholder satisfaction, CIO-CEO alignment, and an assessment of IT core processes. These three surveys helped IT better understand what the department was doing well, and where there are opportunities for improvement. The 2024 plan is broken down into three categories: business support, IT excellence , and innovation. Business support is how IT supports major College initiatives (e.g., the Strategic Plan, Chancellor's Goals, etc.), IT excellence is how IT helps to reduce risk and improve IT operational excellence, and innovation is how the team enables PCC to drive technology innovation and increase technology maturity. The plan resulted in four key goals: improve customer service by meeting 80% of defined service level objectives, humanize IT, be an aligned business partner to the College, and operate a first-class security program. As an IT department, the goal is that the twenty-eight initiatives in the plan will position both PCC and the IT Department for long term success.

IQ2: Process mapping

Phase 2 of the IQ process (IQ2) is underway in 2022-2023 and is focused on process mapping, with training provided through Percipio and templates in Lucid Charts. Each unit is developing a list of their unit processes and, for each process, they are:

1. Developing a SIPOC map, listing suppliers, inputs, high level process steps, outputs and customers (training slides, starting slide 40). Example SIPOC maps include:

Adult Basic Education for College and Career course schedule development, Advising and Counseling referrals, DEI connection impact, IT incident management.

2. Detailed process maps (training slides, starting slide 57). Example detailed process maps include: program review, Athletics student services, student group travel, new employee orientation.

3. For repetitive processes, the time taken for each step is also being determined (add examples if any processes meet this criteria)

IQ2 directly relates to the development of process maps (and other improvement topics) which is a priority within the Strategic Plan (p. 24). Effective July 24, 2023,over 550 processes have been identified by over 80% of the PCC units involved in IQ2 (p. 21). This includes six additional units, compared with the units involved in IQ1, as some new units have formed, and others have been divided into two. SIPOCs have currently been prepared for 22.9% of the processes and development is ongoing (status tracking sheet). The timeline for gathering SIPOC maps and detailed process maps was extended into 2023-2024, to provide staff with additional time to complete this around other priorities. Effective spring 2024, the status is…

To support quality in IQ2, a process has been built through which Executive Leadership Team (ELT) members are responsible for reviewing the process maps from their area. As part of the associated training for the ELT, tentatively IQ topics for upcoming years were identified (p. 20), including project management training and improvement for IQ3 (2023-2024) and budget and finance for IQ4 (2024-2025) both of which have been identified as areas in need of operational improvement through conversations and discussions among ELT member.

SURVEY - Criterion 5 DRAFT

Please click survey link after review of Criterion 5 DRAFT