

# STRATEGIC PLAN



2021  
— TO —  
2025

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## LETTER FROM THE CHANCELLOR

Pima Community College's 2021-2025 Strategic Plan seeks to change the trajectory of the College at a critical time for the community.

Over the past year, the College demonstrated it can deliver quality education in the face of a once-in-a-century public health threat. The year 2020 also saw our commitment to regional economic revitalization take tangible shape as our first *Centers of Excellence* opened their doors. On Election Day 2020, Pima County voters expressed their support of the College by decisively approving *Proposition 481*.

These advances came against what remains in many ways a difficult landscape for the College and higher education.

- ▶ Skepticism among the public and some leaders about the value of a college degree
- ▶ Fewer people. *Globally*, birth rates are declining, even in nations associated with strong growth, such as China and Mexico. The U.S. is witnessing a "*sansdemic*" of declining labor market participation. The birth dearth -- shrinking numbers of learners coming out of high school -- has been well documented.
- ▶ Increasing competition from four-year universities down the street, and emerging players with tremendous resources in the online space

Most troublingly, of course, 2020 was the year of the COVID-19 pandemic and the nationwide *anti-racism movement*, which exposed deep inequities that disproportionately impact so many.

As a result, the College is taking steps to address the reality that Communities of Color have been held back by systemic unfairness that in some respects has been centuries in the making. Our work to remove barriers to student success is undertaken with the understanding that the height of the barriers varies with the student. (President Lyndon B. Johnson offered an *evocative metaphor* for the equity challenge in a speech in 1965.)

As a school, we recognize that our role in combating the scourge of racism is to enact initiatives that support equitable education, so that *everyone* can get a good job, one that pays a wage that can support their family. Moreover, we have an important part to play so that our constituents can thrive economically in the face of the coming decade of wrenching technological change.

That is why our Strategic Plan is tightly intertwined with the state's *Achieve60AZ* initiative and its offshoot, Achieve60 Pima County. The initiative's goal is for 60 percent of Arizona and Pima County residents ages 25-64 to obtain a degree, certificate or credential by the year 2030.

Moreover, Achieve60 Pima County mandates that the 60 percent threshold be met by each of the county's minority populations.

The **National Skills Coalition** projects Communities of Color will constitute the majority of “working-age” Americans by 2040. Thus, the economic future of the nation and region depends on schools such as Pima helping Communities of Color to the same employment-opportunity starting point that has long benefited white people. As the only entity in Pima County that can effectively deliver **middle-skills pathway** education at scale, the College is uniquely positioned to meet this challenge.

## THE OPPORTUNITY

Achieve60 Pima County presents both a formidable task and an opportunity to transform our community.

Based on the 2019 American Community Survey one-year estimates, of the adults aged 25 and over in Pima County, 38.6% hold an Associate Degree or higher. While a proportion of other residents will hold certificates, the county falls well short of the 60% goal. Moreover, this figure includes retirees who typically have a higher educational attainment level but are not included in the Achieve60 goal.

Further, there are significant variations across race/ethnicity populations. For example, 22.7% of Hispanic or Latino residents aged 25 and over hold an Associate Degree or higher. These data are presented in full within the new institutional targets and the priorities outlined within this plan establish a strategic roadmap to shift the needle on Achieve60 Pima County.

## NEXT STEPS

The 2021-2025 Strategic Plan represents the culmination of decision-making by the College's Strategic Planning Team, informed by insights from the Governing Board, learners, employees and community members, gathered through surveys and Futures Conference sessions held over the past months.

Release of the plan is a milestone, not an endpoint; in fact it represents the start of a process of analysis, recalculation and reiteration that will be repeated over the next four years, and thus aligns with the College's culture of continuous improvement.

In the fall, other key plans and initiatives will be aligned with the plan, including the work of the Breaking Student Barriers Task Force, which was formed last year in response to the growing U.S. anti-racism movement. In each year of the Plan's lifespan, my Chancellor's Goals will inform an annual list of updates to Plan priorities, so that specific areas of focus and emerging critical priorities can be identified.

## THE GOOD NEWS

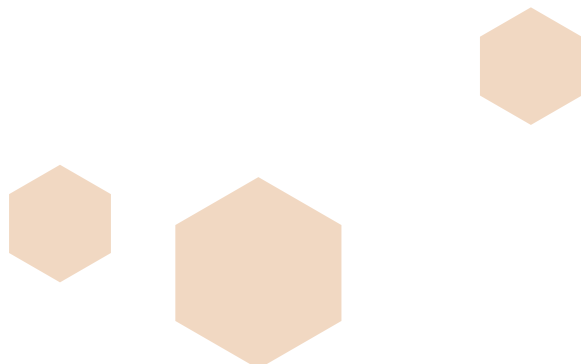
The author and critic James Baldwin said that not everything that is faced can be changed, but nothing can be changed until it is faced. The 2021-2025 Strategic Plan unblinkingly confronts the gap between the county's current educational state and an ideal future state. The plan presents a roadmap to navigate what surely will be a path with its share of detours and switchbacks.

The good news is that over the past year, our employees have demonstrated an entrepreneurial mindset essential to successfully solving complex problems. In 2020, we opened ourselves to new ideas, launched innovative initiatives, made changes, adapted and improved on the fly. We pivoted to identify and take advantage of opportunities that so often are embedded in crises. (In 2019, "virtual classes" were virtually unheard of; in fall 2021, they have proven successful enough that 18 percent of our coursework will be delivered in this modality.)

I am confident we have the tenacity and creativity to follow through on the goals of the 2021-2025 Strategic Plan. If we are successful, more Pima County residents – regardless of background or circumstances – will have the skills to meet the employment challenges of an era of accelerating change. By fulfilling our 2021-2025 Strategic Plan, we will help our neighbors achieve the economic equality that changes the trajectory of their lives for the better.



Lee D. Lambert,  
Chancellor





## INTRODUCTION

Guided by the new mission fulfillment framework and with a commitment to the Achieve60 Pima County goal, the College recognizes that to make meaningful progress it must:

- ▶ **Make education accessible and affordable for the diverse community we serve, with a focus on increasing learner enrollment and retention**
- ▶ **Provide quality, relevant education that is aligned with learner needs**
- ▶ **Focus on service excellence and learner engagement in everything we do**
- ▶ **Improve the efficiency and effectiveness of the College**

It is not enough to identify these commitments in broad terms. This is a time for action. As a result, we are structuring our Strategic Plan as a high level project plan with deadlines by year. The project plan structure ensures we make timely progress on the most important priorities and have a system through which we hold ourselves accountable.

Through this plan, we are committing ourselves to two institutional goals:

- 1. Increase completer counts to 6,000 by 2024-2025**
- 2. Double the completer counts of Hispanic or Latino, American Indian and Alaska Native and Black or African American<sup>1</sup> learners by 2024-2025**

These goals are ambitious but needed, as we seek to transform our community through affordable education. In the first goal, we seek to increase completer counts by approximately 65% over historical data from the last six years. Through the second, we reiterate the College's commitment to diversity, equity, inclusion and access, with the College's philosophy in this area also summarized within the plan.

We invite our learners and the community we serve to explore the priorities outlined within the plan and to join with us as we align our resources and effort around these critical priorities.

Pima seeks to increase completer counts by approximately **65%** over historical data from the last six years.

<sup>1</sup> Within the plan, the federal terminology for the different race/ethnicity populations is used



## MISSION FULFILLMENT FRAMEWORK

### »» PURPOSE

Transforming lives through affordable education.

### »» VISION

As a premier community college, Pima Community College (PCC) will be a catalyst for personal transformation, economic growth, and cultural prosperity that enriches our diverse community.

### »» MISSION

Empower every learner, every day, for every goal.

As an open-admissions community college within the diverse setting of Pima County, PCC provides comprehensive and flexible life-long learning opportunities to promote learner success and to empower every learner, every day, for every goal.

**Every learner:** We commit to meeting the diverse needs of every person who seeks to further themselves through education.

**Every day:** We strive for excellence in teaching and support services, to ensure that all of our learners experience a welcoming and supportive environment that enhances their education.

**Every goal:** We align our programs and services with meaningful careers, quality educational pathways, and equity-driven practices to empower learners to succeed in their college and career goals.





## » BEHAVIORS

We champion these behaviors that exemplify the spirit of our college to foster a compassionate, productive educational environment for our whole community.

Every employee is encouraged to:

- ▶ **Commit** to equity and social justice. Meet each learner where they are and seek to improve equity in our community through every decision that we make.
- ▶ **Have frank**, open conversations and give each other the benefit of the doubt. Act earnestly, ethically, and value integrity in everything we do.
- ▶ **Open** up to change and endeavor to serve our learners and the community by soliciting, valuing and using their input.
- ▶ **Innovate**. Actively seek new ways of serving our learners and bring creativity to everything we do. Have the courage to take risks.
- ▶ **Challenge** our processes, assumptions, and the status quo to remove barriers and find more efficient ways to operate.
- ▶ **Evaluate** our effectiveness. Assess outcomes regularly to champion what is proven to work well and direct resources to the areas in greatest need of improvement.
- ▶ **Serve**. Provide outstanding service to our learners, the community and each other. Work closely with employees, employers, corporate and non-profit partners, schools and government agencies in the service of our learners.



## PLANNING PROCESS

The planning process has combined traditional planning and foresight<sup>2</sup> methods to assess the current status of the institution and identify the trends that will shape the future to enable the institution to build a roadmap for the next four years. The process combined the planning model from the Society of College and University Planning and foresight methods from the Institute for the Future, to ensure a future-focused planning process that leveraged key aspects of traditional planning.

The process dovetailed with the comprehensive mission review. The same Strategic Planning Team (SPT) membership first reviewed the mission and then engaged in the planning process. Mission review began in fall 2019 and the focus shifted to planning in fall 2020.

### The planning process included:

- ▶ An analysis of Pima County data and PCC metrics in the area of learner success, including data on diverse populations
- ▶ A discussion of institutional context, with a focus on the history, culture and complexity of the College
- ▶ A strengths, weaknesses, opportunities and threats discussion
- ▶ Identification and discussion on the drivers and signals of change facing the institution
- ▶ Synthesis of the drivers and signals to reveal areas that will be important for the future of the College, with a focus on the year 2035
- ▶ Four Futures Conference events in spring 2021, addressing topics such as long-range planning, community needs from the College and a review of the draft Strategic Plan
- ▶ Integration of the themes identified across the different discussions, with the SPT identifying central priorities
- ▶ Gathering stakeholder input on the draft plan via survey, which included learners, employees and community members
- ▶ Revision and ongoing discussion of the central priorities through late spring, including review by senior and operational leadership
- ▶ Discussion at a Governing Board study session in May 2021
- ▶ Final submission for Governing Board approval in June 2021

<sup>2</sup> Foresight methods provide tools to help organizations think about the future and build scenarios describing possible future states.



## FACTORS SHAPING THE FUTURE OF PCC

New to Pima for this planning cycle was the incorporation of foresight methods. These methods involved the identification of:

- ▶ **Drivers of change:** Clear and compelling evidence-based directions of change
- ▶ **Signals of change:** Small and subtle indicators of possible future trends
- ▶ **Forecast:** A statement about the future based on the analysis of drivers and signals
- ▶ **Scenarios:** A blend of researched drivers and signals coupled with creative extrapolations that envision different alternative futures

Example drivers considered by the Strategic Planning Team included the growth of online education at PCC and the success of education providers such as Coursera and Udemy that are significantly changing the higher education landscape. Other drivers included upcoming demographic shifts, the impact of the four superpowers, lack of trust in the traditional higher education model, the globally connected world, cross generational changes in the workplace and classrooms, the digital divide and the changing nature of work with the rise in artificial intelligence.

Signals are smaller scale and may or may not grow to become significant changes. The team considered signals including block chain technology, the possible role of artificial intelligence as a tutor and the impact of the pandemic on women in the workforce. The full list of drivers and signals was analyzed and grouped into clusters, which were in turn used to inform the identification of important questions about the future.

Those questions were then explored further through the construction of forecasts and scenarios, all focused on a target timeline of 2035, to ensure the discussions had a true future focus. While the majority of the discussions were held by the Strategic Planning Team, foresight sessions were also held with the Executive Leadership Team, the Joint Cabinet (which combines Academic and Student Affairs) and the Governing Board. Perspectives from those groups were shared with the planning team and incorporated into the discussions.

Through the foresight work, several priority areas were identified that will shape the future of PCC, including, but not limited to:

- ▶ Changes in college funding
- ▶ External economic considerations
- ▶ Technology and the four superpowers
- ▶ Increasing competition for learners
- ▶ The future PCC learner
- ▶ The nature of educational “products”

Intersecting these areas was the developing idea that the future of education is personal. As a community college, we have a central role in meeting the educational needs of our community. While our offerings extend outside Pima County, building a strong and meaningful connection with learners in our community and establishing a culture of lifelong learning is central to our purpose and vision.

Reflecting on the importance of that personal connection, combined with the other factors impacting the future, informed the development of the priorities. The planning team was mindful that the priorities within the plan need to lay the foundation for the future success of PCC learners. The decisions the College makes today have direct impacts on the Pima of the future and we cannot sacrifice long-term needs for short-term benefits.



## **PCC'S STATEMENT ON DIVERSITY, EQUITY AND INCLUSION**

The Office of Diversity, Equity and Inclusion (DEI) works to create a culture of inclusion where all members of our College community feel a sense of belonging and have opportunities to thrive. We do this by developing strategies, programs and services that advance equity and address the needs of diverse populations, especially those most affected by historical and current institutional and systemic inequity and exclusion.

While our work is for all members of our community, it centers on supporting and serving people and communities facing the greatest barriers to access and success within and throughout our College. Our focus is therefore: Native Americans and other Indigenous populations; People of Color, including underrepresented groups and new immigrant populations; people of visible and invisible disabilities; women; people of various gender and sexual identities and expressions; first-generation learners from economically disadvantaged backgrounds; and those who might encounter barriers based on their veteran status, religious expression, age and/or national origin.

## DEFINITIONS:

**Diversity** includes all the ways in which people differ, and it encompasses all the different characteristics that make one individual or group different from another. A broad definition includes not only race, ethnicity and gender — the groups that most often come to mind when the term diversity is used — but also age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language and physical appearance. It also involves different ideas, perspectives and values.

-From University of California-Berkeley, <http://www.inclusive.vcu.edu/media/inclusive-excellence/DiversityandInclusionDictionary.pdf>

**Inclusion** – Everyone has a sense of belonging. Characterized as a “distinguishing feature of a democratic society...the extent to which all members of society are included as equally empowered...” *Valencia, R. (2010)*

**Equity** – Creating conditions that allow for all to reach their full potential.

# STRATEGIC PLANNING TEAM MEMBERS

Anthony Sovak	Faculty co-chair (now Director of Quality Online Instruction)
Charlie McConnell	Manager, Property Control and Facilities Business Services
Daniel Soza	Assistant Vice Chancellor for Finance
Halima Shiwoko	Student (member in 2019-2020)
Hilda Ladner	Diversity, Equity and Inclusion Officer
Ian Roark	Vice President of Workforce Development and Strategic Partnerships
James Craig	Dean of Business and Information Technology
Jeffrey Lanuez	Acting Assistant Vice Chancellor of Human Resources (until January 2021)
Joe Brewer	Librarian
Kenneth Scott	Faculty
Lamata Mitchell	Vice Provost for Academic Affairs and Student Learning
Laurie Kierstead-Joseph	Assistant Vice Chancellor of Adult Basic Education for College and Career
Laurie-Ann Schultz	Instructional Designer
Marci Walkingstick	Director of IT Enterprise Systems
Marcy Euler	President of the PCC Foundation
Marisa Saxton	Program Advisor
Mohamed Enjai	Student (member in 2019-2020)
Montserrat Caballero	Advanced Program Coordinator, Adult Basic Education for College and Career
Nic Richmond	Administrative co-chair, Vice Chancellor of Strategy, Analytics and Research
Paul Schwalbach	Director of Marketing and Communications
Taliesin Sutton	Faculty
Tamara Nicolosi	Director of Business Development and Engagement (member in 2019-2020)
Tim Cruz	Faculty

## INSTITUTIONAL GOAL: ACHIEVE60 PIMA COUNTY

By 2030, 60% of Pima County residents aged 25 to 64 will hold a postsecondary credential or degree. This means 60% for each of the diverse race/ethnicity populations we serve.

## INSTITUTIONAL KEY PERFORMANCE INDICATORS (KPIs)

Where possible, the KPIs will be disaggregated by race/ethnicity, gender, age, Pell status<sup>3</sup>, full time/part time status in first term:

- ▶ Annual headcount
- ▶ Annual enrollment
- ▶ Annual completers (credit and noncredit)
- ▶ Fall to next term retention
- ▶ Two year credit success
- ▶ Two year completion/transfer
- ▶ Six year completion/transfer
- ▶ Success following transfer
- ▶ Employment at a family supporting wage
- ▶ Community College Survey of Student Engagement benchmarks
- ▶ Pima County educational attainment from the U.S. Census Bureau

Additional metrics will be established to monitor progress on the individual goals within the plan. Further, as completion points expand through the priorities within the plan, the annual count of completers will be updated to include those new completion points.

<sup>3</sup> Per the *US Department of Education* "Federal Pell Grants usually are awarded only to undergraduate students who display exceptional financial need and have not earned a bachelor's, graduate, or professional degree." Disaggregating data by Pell status provides insight on learner socioeconomic status.



## ■ INSTITUTIONAL TARGETS

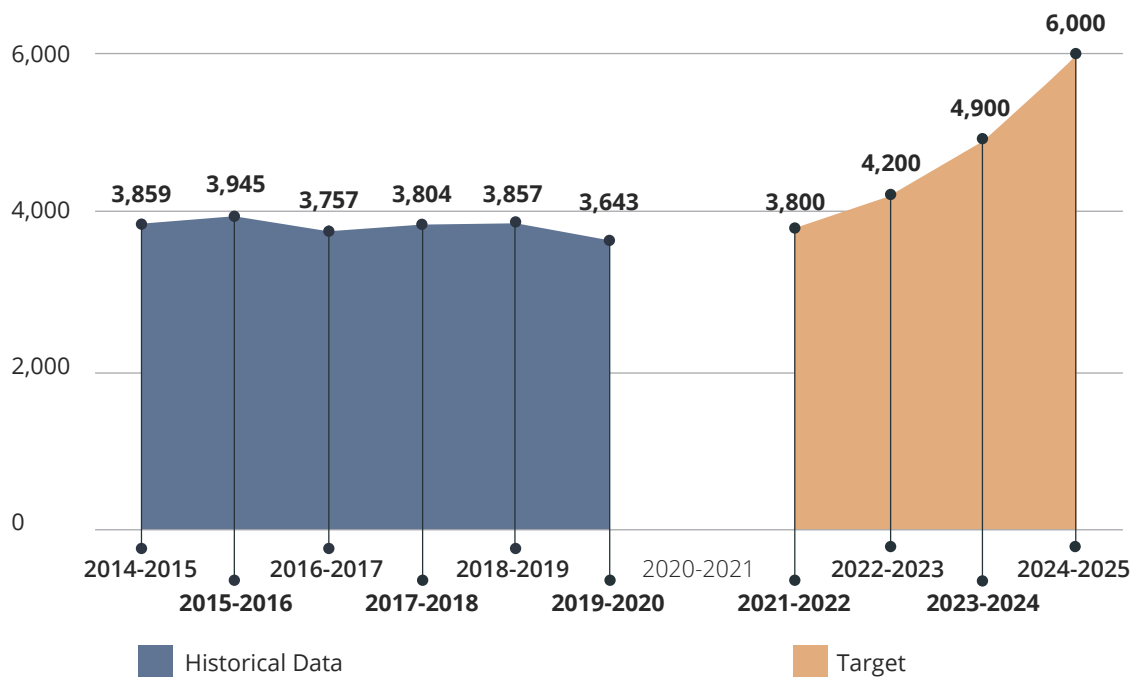
To ensure focus on the Achieve60 Pima County goal, through this plan the College commits to two institutional targets.



## » INSTITUTIONAL TARGET 1: Increase completer counts to 6,000 by 2024-2025

As shown in *Figure 1*, PCC completer counts have been relatively flat over the last six years. In order to shift the needle in a meaningful way on educational attainment within our community, we need to commit to an institutional focus on increasing the annual number of completers. Through the goals outlined in this plan, we are setting ourselves the goal to increase completer numbers to 6,000 by the year 2024-2025, with gradual increases over time throughout the lifetime of the plan. This represents an increase of approximately 65% from the six most recent years. Targets for access, progress and completion by program will be established through the Strategic Enrollment Management Plan, which will be developed in 2021-2022.

*Figure 1: PCC completer counts including historical data and the targets established through the Strategic Plan*



## »» INSTITUTIONAL TARGET 2: Double the completer counts of Hispanic or Latino, American Indian and Alaska Native, and Black or African American learners by 2024-2025

The first institutional target commits the College to an approximately 65% increase in completers by 2024-2025. However, this is not an equal commitment across race/ethnicity groups. *Table 1* presents U.S. Census Bureau data on the proportion of people with an Associate Degree or higher, by race/ethnicity. The race/ethnicity categories are listed using the terminology in the American Community Survey and PCC federal reporting as that reflects the data collection method.

*Table 1: Proportion of the total number of Pima County residents by race/ethnicity who hold an Associate Degree or higher from the 2019 American Community Survey (ACS) one-year estimates. The grey shading highlights those populations with a lower proportion than the average across all populations.*

RACE/ETHNICITY	PROPORTION OF THE TOTAL NUMBER OF RESIDENTS BY RACE/ETHNICITY WHO HOLD AN ASSOCIATE DEGREE OR HIGHER
<b>Black or African American</b>	<b>37.5%</b>
<b>American Indian and Alaska Native</b>	<b>15.6%</b>
Asian	61.6%
<b>Some other race alone</b>	<b>17.0%</b>
<b>Two or more races</b>	<b>33.7%</b>
White	50.5%
<b>Hispanic or Latino</b>	<b>22.7%</b>
<b>Total</b>	<b>38.6%</b>

*Note: People identifying as Hispanic or Latino are not counted in the other categories. There is no data provided for the Native Hawaiian or Other Pacific Islander population as the ACS data are not reported due to the small population within Pima County.*

While one group reaches the 60% threshold, there is significant variation across populations and through the second institutional target PCC commits to doubling the completer counts of our Hispanic or Latino, American Indian and Alaska Native, and Black or African American learners.

In reality, in order to succeed on the Achieve60 goal, the completer numbers will need to more than double by 2030 for some populations. The target over the next four years is intended as an ambitious starting point to drive the establishment of systems and processes that meet the needs of our diverse learners and ready the College for further change. As the plan progresses, the targets will be revisited and revised as the impact of changes is assessed, to ensure goals are ambitious but attainable.

The trend data for the last six years and targets for these three populations are presented in *Table 2*. Strategies to further embed diversity, equity and inclusion practices into PCC will be one area of focus within the next Diversity, Equity and Inclusion Plan.

*Table 2: Historical completer counts and targets for three race/ethnicity groups. The 2021-2022 targets are the median values from the six years of historical data.*

RACE/ ETHNICITY	HISTORICAL DATA						TARGETS			
	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	2021- 2022	2022- 2023	2023- 2024	2024- 2025
American Indian & Alaska Native	94	102	104	91	96	82	95	105	125	190
Black or African American	196	175	132	159	186	161	168	185	220	340
Hispanic or Latino	1,417	1,496	1,465	1,489	1,505	1,545	1,493	1,640	1,940	3,000



## PLAN IMPLEMENTATION

- ▶ The Strategic Plan outlines institution-wide priorities that align with the mission of the College and further progress on the vision. The priorities reflect our purpose. The implementation of the plan builds upon the behaviors within the mission fulfillment framework and every employee is encouraged to exemplify those behaviors in how they approach these priorities.
- ▶ The Strategic Plan reflects the institutional priorities for PCC that will inform development of the Strategic Enrollment Management Plan (SEMP), Diversity, Equity and Inclusion (DEI) Plan and operational plans, college-wide. Implementation of the SEM, DEI Plan and operational plans will be from July 1, 2022 through June 30, 2026. Development of the next plans will run in parallel with year one of the next Strategic Plan to ensure alignment of priorities from the institutional to operational levels.
- ▶ In fall 2021, priorities from the Education and Facilities Master Plans that are due for completion during the lifetime of the Strategic Plan will be incorporated into this document, as will priorities identified by the Breaking Student Barriers Task Force.
- ▶ The Strategic Plan is a primary source of institutional priorities. Priorities within each major branch of the College (e.g. academics, student affairs, operations) will be identified and implemented through the operational planning process.
- ▶ Each year, through the Chancellor's Goals, specific areas of focus that prepare the College for items that will complete in later years will be identified and formalized. For example, for a strategic priority that completes in the final year of the plan, there may be steps that are necessary in year one and those priorities will be incorporated into the Chancellor's Goals. In addition, these goals will also reflect critical emerging priorities that need to be addressed that may not be captured in the Strategic Plan.

To support a clear and consistent set of priorities, an annual priorities list will be released that incorporates the Strategic Plan priorities for the year, combined with the Chancellor's Goals. This annual update will serve as the single source of institutional priorities in a given year.

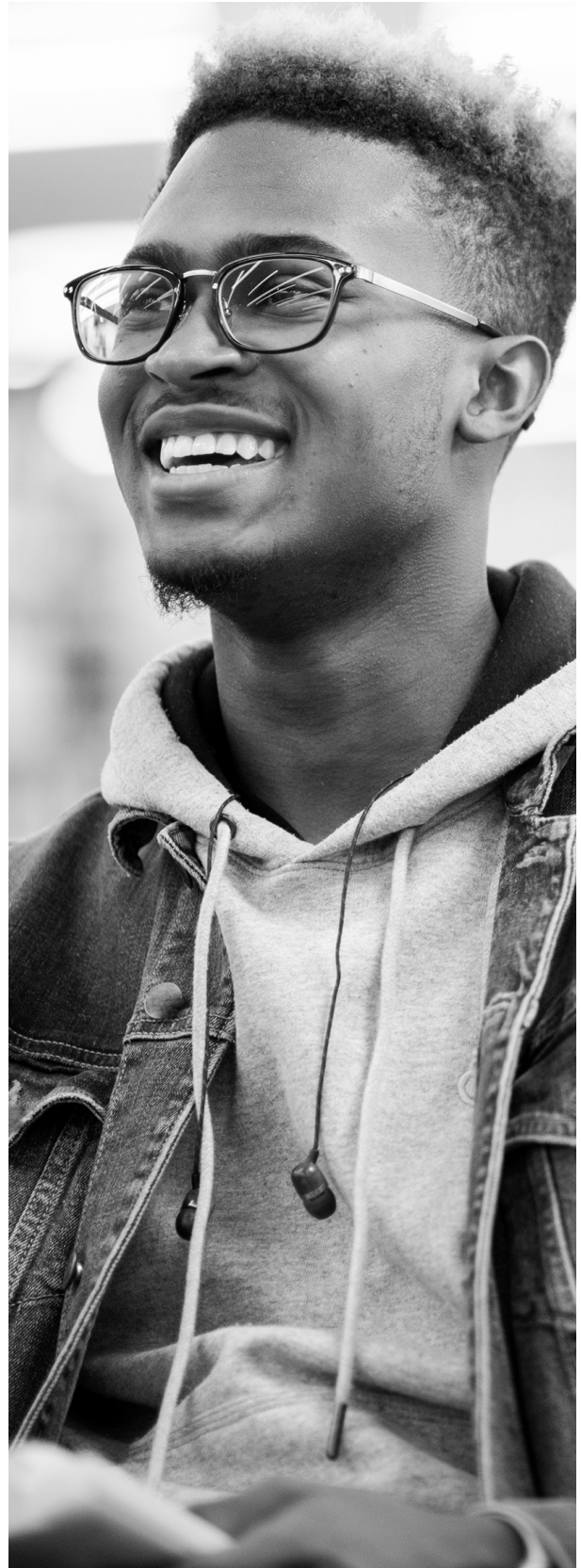
- ▶ While priorities are listed by completion year, work on priorities may begin prior to the completion year. Project prioritization is based on the completion year and annual goals outlined in the Chancellor's Goals, when decisions have to be made on how to prioritize across projects. If prioritization is unclear, it will be referred to the Office of Strategy, Analytics and Research for follow-up with the Deputies Group and/or the Executive Leadership Team.
- ▶ Each priority within the plan will be approached with a full consideration of the following:
  - ▷ Ensuring compliance with local, state and federal requirements and financial stability
  - ▷ Diversity, equity and inclusion and the opportunity gap
  - ▷ Inter-cultural and global knowledge gap
  - ▷ Technology changes and the digital divide
  - ▷ Teaching and program excellence
  - ▷ Learner-centered design
  - ▷ Responsiveness to local community and local industry needs
  - ▷ Achieve60 Arizona
  - ▷ Reskilling and Recovery needs
  - ▷ Closing the skills gap
  - ▷ Sustainability and global climate change
- ▶ Progress on the Strategic Plan and the evaluation of new emerging priorities will be reviewed annually by a cross-functional team. Recommendations for revisions to the plan will be submitted no later than March 30 of each year for review and approval by executive leadership and the Governing Board.
- ▶ Out-of-cycle funding requests and cross-unit project approval will include an assessment of the alignment of the requests/approvals with these strategic priorities and will take into consideration duplication with other initiatives, as determined by the Chief Strategy Officer. The Executive Leadership Team will decline projects that do not align with the Strategic Plan, unless there is a compelling reason to proceed.
- ▶ Implementation of the Strategic Plan is coordinated through the Deputies Group, with two updates each year to the Executive Leadership Team.

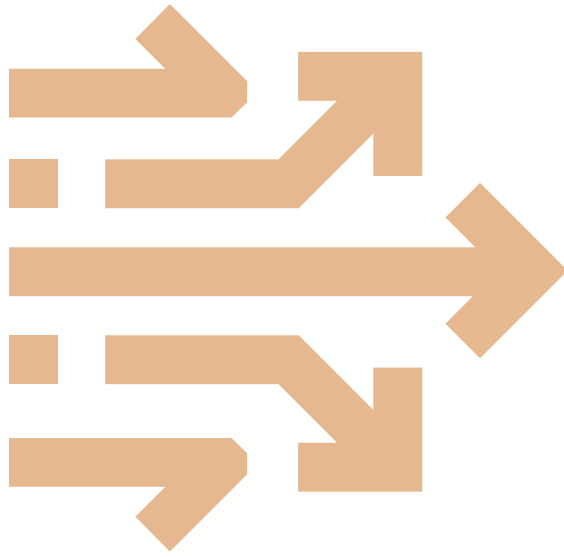
## FUNDING

Within PCC's integrated planning system, strong links are critical between the priorities within the plan and funding channels. To support alignment, the Assistant Vice Chancellor for Finance and the President of the Pima Foundation served on the Strategic Planning Team.

The following channels will be leveraged to fund the work initiated through the plan with review and approval through existing process:

- ▶ Operational budget
- ▶ Capital funds
- ▶ Strategic initiative funds (increased from \$1.25M to \$2.0M for 2021-2022 to support plan implementation)
- ▶ Federal, state, and local grants and allocations
- ▶ PCC Foundation





## STRATEGIC ROADMAP

### » 2021-2022 PRIORITIES

**Complete no later than June 30, 2022**

- ▶ Prioritize high quality customer service and learner engagement in everything we do.
- ▶ Carry out a college-wide review of existing unit priorities and processes, through the operational planning process, to:
  - ▷ Identify projects and processes that are no longer needed and can be stopped
  - ▷ Identify priority tasks by unit that are needed to support the strategic goals
  - ▷ Develop process maps and standard operating procedures if they do not exist
  - ▷ Develop a college-wide project portfolio system
  - ▷ Determine areas of operational inefficiencies that are barriers to progress that need to be addressed
  - ▷ Ensure that changes for efficiency are realized at an institutional level, so that changes in one unit do not create unintentional changes or inefficiency in another unit
  - ▷ Assess professional development needs of employees in order to prioritize training programs and resources provided to employees
  - ▷ Develop unit plans to run in parallel with the Strategic Plan



- ▶ Continue the enhancements to guided pathways<sup>4</sup>, with year one priorities to:
  - ▷ Ensure all program maps are complete and vetted by relevant programs
  - ▷ Provide detailed information to Web Systems for the College website
  - ▷ Complete program maps and add them to the PCC digital catalog
  - ▷ Implement DegreeWorks to facilitate educational planning
  - ▷ Place all new-to-higher-education learners on a planner by the end of their first semester
- ▶ Review and apply program viability targets to close programs that do not meet community and employer needs. Redistribute the resources to support in-demand areas.
- ▶ Further the adoption of Open Educational Resources (OER)<sup>5</sup> and reduced cost educational materials college-wide and ensure these lower cost options are clearly identified.
- ▶ Develop a comprehensive Strategic Enrollment Management Plan (SEMP) through a collaborative, inclusive process, to include traditional and non-traditional offerings (e.g. micro pathways, apprenticeships).
- ▶ Develop the new Diversity, Equity and Inclusion Plan including access, progress and completion strategies for the diverse learners we serve, building/establishing relationships with community partnerships/collaborations with identity groups in the community and assessing institutional practices for diversity, equity, and inclusion in the work environment.
- ▶ Develop a comprehensive Climate Action Plan addressing academics and operations, to position the College to halve its carbon footprint by 2030.

4 As defined by the *American Association of Community College*, guided pathways provide “an integrated, institution-wide approach to student success based on intentionally designed, clear, coherent, and structured educational experiences, informed by available evidence, that guide each student effectively and efficiently from her/his point of entry through to attainment of high-quality postsecondary credentials and careers with value in the labor market.”

5 Open Educational Resources are free resources that replace traditional textbooks or other class materials, thus providing financial savings for learners.

## »» 2022-2023 PRIORITIES

### Complete no later than June 30, 2023

- ▶ Rebuild learner-facing and community-facing processes with a focus on standardization, simplification, access and removing the barriers that limit learner progress. Fully engage learners in the process and ensure that processes and decisions prioritize learners and not operational needs.
- ▶ Continue the enhancements to guided pathways, with year two priorities to:
  - ▷ Ensure areas of interest and programs are revised as needed to maintain alignment with transfer and industry needs
  - ▷ Develop a year-long course schedule
  - ▷ Develop educational plans that learners and advising personnel can monitor to help learners identify a clear path to completion
  - ▷ Complete the revision of AAS degrees and completion of all pathways to include alignment with relevant micro-pathways
- ▶ Restructure all offerings around “areas of interest”<sup>6</sup>, with clear credit and non-credit pathways leading to high school equivalency<sup>7</sup>, industry credentials<sup>8</sup>, PCC award or other completion point by area.
- ▶ Expand completion points<sup>9</sup> to include industry credentials and micro-credentials.
- ▶ Implement reverse transfer<sup>10</sup>.
- ▶ Expand high school dual enrollment<sup>11</sup>, Integrated Basic Education Skills and Training<sup>12</sup> and prior learning assessment<sup>13</sup> capacity at the College and include as on-ramps to PCC pathways (credit and noncredit).
- ▶ Identify PCC technology needs for today and into the future. Assess alignment of existing technology to business needs and simplify and consolidate where possible. Develop a plan to sunset technology that does not meet College needs and identify new tools to meet College needs to include operational areas and academics.

6 See <https://www.pima.edu/academics-programs/index> for PCC's existing areas of interest and aligned programs

7 High school equivalency is a recognized alternative to a high school diploma

8 Industrial credentials provide a verification of a person's qualifications or competence and are issued by a third party such as, for example, the American Welding Society

9 Completion points at PCC currently include certificates and degrees

10 Reverse transfer will enable PCC to award an associate degree or certificate to learners who transfer to a four-year institution and become eligible for the award based on the credits earned there.

11 Dual enrollment enables learners to earn credit by taking college-level classes while still at high school

12 Integrated Basic Education and Skills Training boosts learners' basic skills in reading, writing and math while they pursue a certificate in a career/technical program. Learners are able to enroll for credit classes and work simultaneously towards attaining their career/technical certificate and passing the GED® exam.

13 Prior learning assessment evaluates learning that has occurred outside of the traditional academic environment and is used to grant college credit.

## »» 2023-2024 PRIORITIES

### Complete no later than June 30, 2024

- ▶ Transform how PCC engages with adult learners, to include expanding relevant offerings, building out our alumni process and clearly communicating the value of education.
- ▶ Commit to a culture of innovation to include professional development, formation of an innovation team and establishment of an innovation center.
- ▶ Complete the enhancements to guided pathways:
  - ▷ Align learners to pathways from middle school all the way through College to transfer institutions and/or careers
  - ▷ Ensure the College enables learners to document their learning for employers and universities through portfolios and other means beyond transcripts
  - ▷ Continue to identify and address equity gaps
- ▶ Implement autoconfer<sup>14</sup>.
- ▶ Expand capacity to work effectively across operational units and assess resource utilization across the College. Identify roadblocks to progress resulting from limited resources and determine solutions.

## »» 2024-2025 PRIORITIES

### Complete no later than June 30, 2025

- ▶ Reinvent the learner payment structure, to include assessing flat-rates by program. Adopt different approaches in different areas as needed.
- ▶ Complete the implementation of a college-wide effectiveness process to increase operational efficiency.

<sup>14</sup> Autoconfer automatically confers a degree or certificate when learners have earned the needed credits, unless a learner decides to opt out

# STRATEGIC PLAN



PimaCommunityCollege