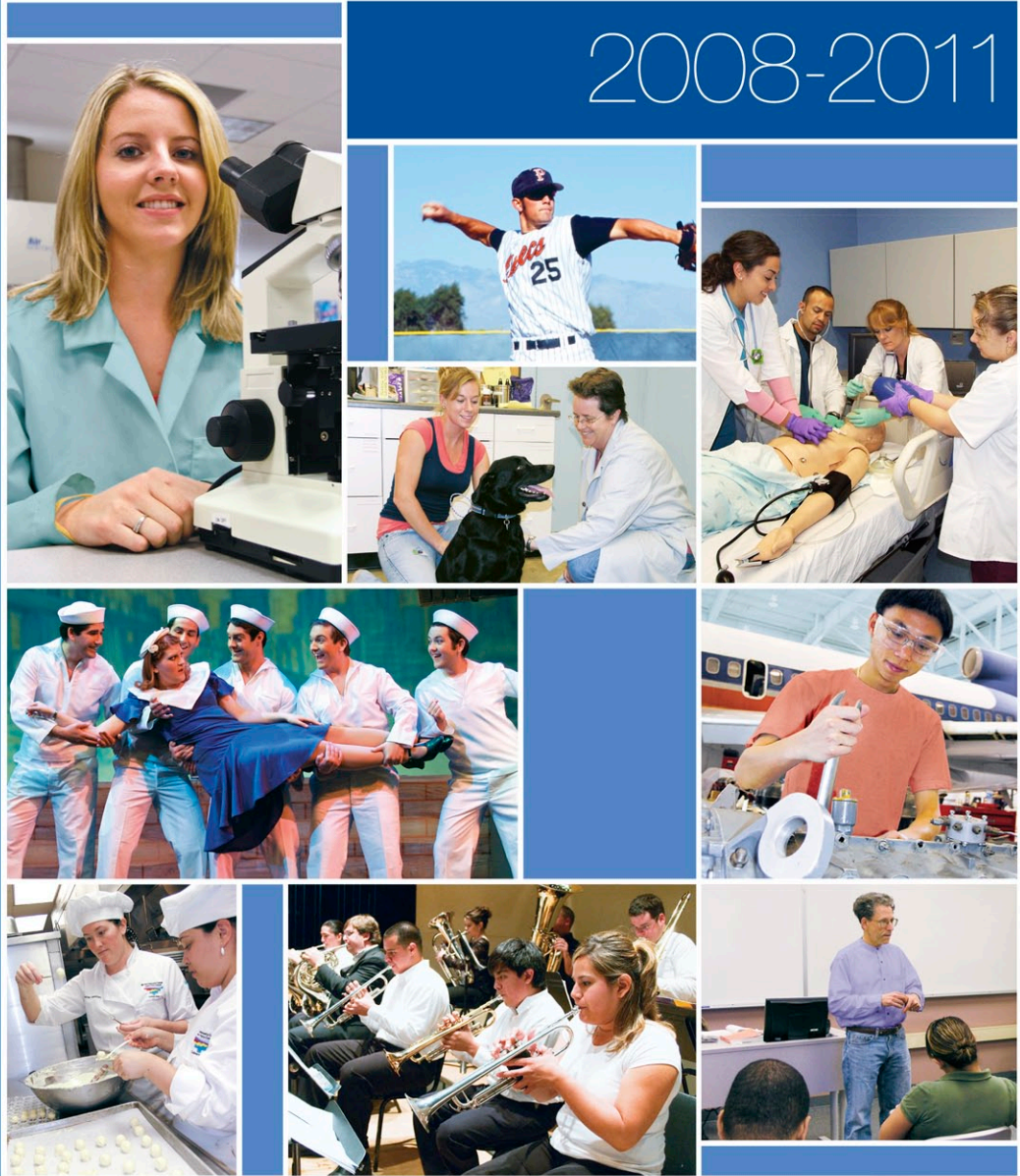


# College Plan

2008-2011



**PimaCommunityCollege**

# College Plan

## 2008 – 2011

### Pima County Community College District Board of Governors



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Chancellor

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## Message from the Chancellor

The 2008 – 2011 College Plan addresses difficult and fundamental issues. The elements of this plan—its seven initiatives, 38 strategies and 200 specific actions—provide a detailed map of the College’s focus for the next three years.

The seven initiatives are:

1. Provide Evidence of Student Learning and Teaching Effectiveness
2. Improve Student Success in Developmental Education
3. Redesign Student Services
4. Create Foundations for Creativity and Innovation
5. Improve the Use of Physical Assets
6. Master Technology
7. Strengthen Administrative Operations

The Plan enhances our mission, “to develop our community through learning,” as well as our fiduciary responsibilities as stewards of a public resource. Its elements also relate to institution-wide preparations for the College’s scheduled re-accreditation in 2011.

Pima Community College is a resource that supports the economic growth of our region through the personal and professional aspirations of the people we serve. Through our plans, the College provides a public sense of its priorities and direction. To allow the public to better gauge our progress, the College is also providing, via its website, summary results from the 2006 – 2008 College Plan, as we did for our 2004 – 2006 planning cycle.

Pima County is at the heart of a dynamic region, rich in culture and history. Serving the educational needs of this region presents great challenges and opportunities. It is my pleasure to provide this summary to allow you to see how the institution plans to address its future.

Sincerely,



Roy Flores, Ph.D.  
*Chancellor*

## Introduction

This three-year plan gives specific direction to Pima Community College as we respond to our community and advance into the future. The College is committed to meeting the changing needs of our diverse student population, local employers, and the government. These initiatives respond to the needs of those constituencies using detailed strategies and specific actions. In addition, the initiatives focus on preparing the College for re-accreditation by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. All action items in the initiatives relate directly to criteria the College must meet for re-accreditation (HLC Core Components).

The initiatives focus on wide-ranging and challenging issues affecting student success and internal College operations. Two initiatives address student learning and related issues, encompassing college-wide strategies to improve teaching effectiveness and create effective learning environments, while also building upon the College's Development Education program to improve student success. Both initiatives support our commitment to high academic standards across all programs offered by the College. One initiative will focus on the redesign of Student Services by improving internal processes and staff training. Five strategies have been developed to encourage creativity in College operations, a topic that is the focus of one initiative and has strong links to other strategies throughout the Plan. There is also a focus on improving the use of College physical assets and incorporating sustainable design and maintenance practices. Mastering technology is a common theme throughout the Plan, and is the topic of one initiative. The final initiative calls for a strengthening of administrative operations through five strategies that explore automating College operations, addressing College risk and liability, and increasing public information about operations.

Identified through the comprehensive planning process are strategies that address current College challenges and build upon existing College strengths. Lastly, the College Plan strategies respond to the wide spectrum of community needs.

## The Planning Process

The development of the new three-year Plan has been an ongoing process over the previous two years. It has involved extensive participation by different communities, including groups internal to the College and external communities with expertise relevant to the planning process. These communities have come together through a structured series of meetings to develop the initiatives in the new Plan.

The first meeting was held in October 2006 when the Planning Committee convened to review the planning process. Preliminary discussions continued through November and December 2006 and included a review of the status of the 2006-2008 College Plan implementation.

Regular meetings of the full Planning Committee throughout late 2006 and into 2007 involved students, faculty, staff and administrators. In addition, the Planning Committee identified potential external panelists and subsequently individuals were selected and invited to share economic developments and planning issues pertaining to their areas of expertise. Through sharing their expertise, they helped identify issues that would be important to our community over the next three years. The representatives included members of the business and education communities. Six expert panelists made presentations to the full committee and participated in question and answer sessions that provided valuable information and guidance on the development of the Plan. The panelists included city water use experts, a Pima County development, planning and zoning project manager, and local town managers.

In addition to hearing from members of the community, the planning meetings covered many important themes. Key topics included the identification of the data required for the Plan; institutional measures and benchmarks; evaluation of external publications related to higher education issues at the local, state and nationwide levels; consideration of College strengths, weaknesses, opportunities and threats; and an evaluation of a recent environmental scan. Taking into account the input of the different participants and the results of the ongoing discussions, the full committee engaged in many open discussions to formulate the new initiatives. Nearing the conclusion of the 2007 school year, the initiatives began to take shape and development leaders were selected. Initiative work groups were established, comprised of planning committee members and College employees, as well as members of external business and education communities.

Developments continued through an iterative procedure in which the initiative leaders and their work groups held discussions and then reported back to the full committee. Feedback from the full committee guided the discussions in follow-up initiative meetings. This process continued from fall 2007 through to March 2008 as the initiatives, strategies and action items were fine-tuned to fully capture the needs of the College and our community.

A draft of the Plan was presented to the Board of Governors at a workshop held on April 9<sup>th</sup>, 2008. Members of the Board provided feedback and discussed issues relating to the Plan content. It was recognized by the Board that accountability is a central theme and it was agreed that *Accountability* would be added as a new College Value. The feedback from the Board of Governors was incorporated into the strategies. The Plan was presented to the Board of Governors for formal adoption on May 14<sup>th</sup>, 2008. This three-year Plan will run from July 1<sup>st</sup>, 2008, through to June 30<sup>th</sup>, 2011.

## Planning Committee

<b><u>Name</u></b>	<b><u>Title</u></b>
Roy Flores	Chancellor
Christal Albrecht	President, Desert Vista Campus
Carmen Amavizca	Faculty/Writing
David Bea	Executive Vice Chancellor for Administration
Barbara Byrnes	Fiscal Support Specialist
Robert Carey	Laboratory Supervisor (Biology)
Virginia Chomiak	Student Services Specialist
Raman Chowhan	Financial Aid Coordinator
Ann Christensen	Division Dean
Vicki Cook	Dean of Instruction
Imelda Cuyugan	Executive Director for Grants
Charlotte Fugett	President, East Campus
Donna Gifford	Assistant Vice Chancellor
Mary Ginter	Division Dean
David Gutierrez	Staff Temporary
Gregory Hart	Dean of Pima College Adult Education
Teresa Hawkins	Advanced Program Manager
Perry Higgins	Faculty/Math
BethAnn Johnson	Faculty/Early Childhood Education
Kirk Kelly	Vice Chancellor for Information Technology
Jana Kooi	President, Community Campus
Jody Kosanke	Faculty/Respiratory Therapy
Dee Lammers	Division Dean
Sylvia Lee	President, Northwest Campus
Cecilia Lou	Dean of Student Development
Evelyn Martinez	Faculty/Counselor
Suzanne Miles	Provost and Executive Vice Chancellor
Brigid Murphy	Assistant Vice Chancellor for Academic Services and Vice Provost
David Padgett	Dean of Instruction
Sandra Paulick	Faculty/Counselor
Raul Ramirez	Vice Chancellor for Human Resources
Robert Riza	Assistant Vice Chancellor for Student Services
Kevin Schulte	Student
Jennie Scott	Director of Curriculum
Stan Steinman	Executive Assistant to the Provost
Brian Stewart	Director of Center for Training and Development
Julie Tarr	Faculty/Math
Heather Tilson	Executive Director for Planning and Institutional Research
Wayne Trujillo	Student
Anne Vosberg	Acting Dean of Student Development
Paul Welsh	Faculty/Math
Elizabeth Wheeler	Division Dean
Jeff White	Information Technology Supervisor
Carolyn Wright	Adjunct Faculty/Writing

# Pima Community College Planning Context

## College Vision

Pima Community College will provide access to learning without the limits of time, place or distance.

## College Values

We value:

- Accountability
- Diversity
- Innovation
- Integrity
- People
- Quality

## Mission Statement

The mission of Pima Community College is to develop our community through learning.

## College Goals

1. To improve access to all College programs and services.
2. To provide excellent teaching and responsive student services.
3. To prepare a highly skilled workforce.
4. To create student-centered partnerships with colleges and universities.
5. To provide effective developmental and adult basic education.
6. To create partnerships with business and industry, the local schools, government, and other constituencies that enhance the community.
7. To foster responsible civic engagement.



# Environmental Scan Summary

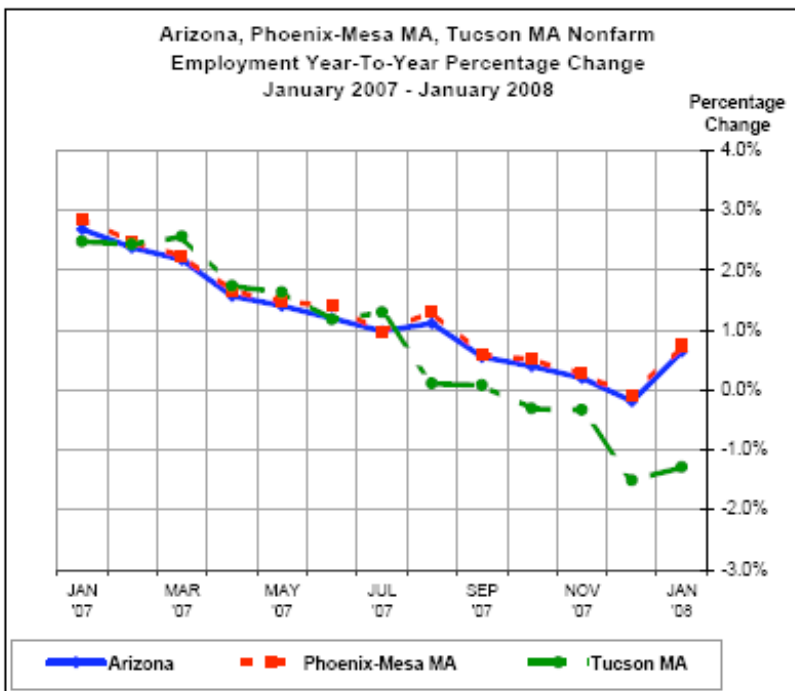
## National - Economic Outlook

The state of the economy is particularly uncertain at the moment. Economic growth slowed in 2007, and this downturn is likely to continue further in 2008. Problems in the housing and financial markets and the high price of oil will curb spending by households and businesses this year and trim the growth of GDP. Recent data suggest that the probability of a recession in 2008 has increased. Economic performance worse than that suggested in the Congressional Budget Office’s (CBO) forecast could significantly decrease projected revenues and increase projected spending. Furthermore, policy changes intended to mitigate the economic slowdown would, by design, tend to increase the budget deficit in the short term (CBO, January 23, 2008).

An economic rebound is expected after 2008, when the negative effects of the turmoil in the housing and financial markets fade. Given the CBOs baseline assumptions, the budget deficit will amount to 1.5 percent of GDP or less each year from 2009 to 2011. Subsequently, the budget will show a small surplus of 0.5 percent of GDP in 2012 and remain near that level each year through 2018 (CBO, January 23, 2008).

The employment picture looks bleaker after the Labor Department said the economy shed 63,000 jobs during February. It's the second consecutive month of job losses, and the monthly drop was the worst in five years. Factory and construction jobs led the declines, but retailers were cutting back too. The jobless rate fell back to 4.8 percent from 4.9 percent, but analysts blamed the decline on more unemployed Americans leaving the job hunt (US News & World Report, 3/7/2008).

## Arizona - Economic Outlook



Arizona Department of Economic Security (ADES) Research Administration’s (RA) Year-to-Year employment statistics depict a deteriorating picture of job loss from January for 2007 through January 2008. Ten of 11 major industry sectors in Arizona reported job losses in January 2008. Employment levels in the Tucson Metropolitan Area are especially bleak as slow job growth turned into job losses in the last quarter of 2007. (Arizona Workforce, February 2008).

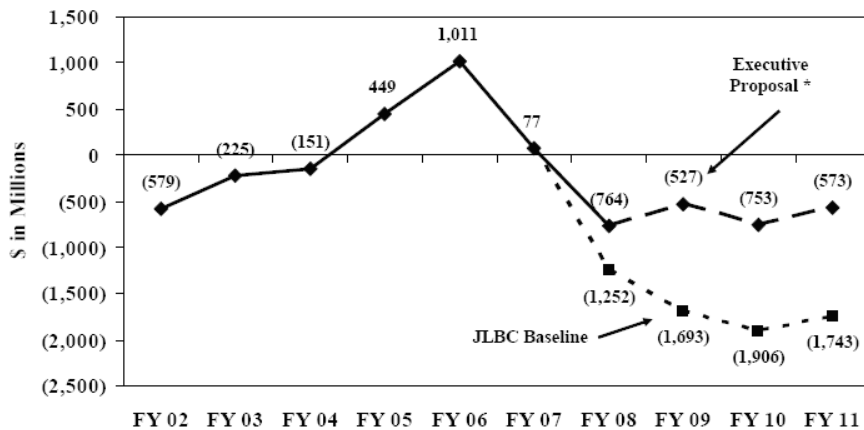
In January 2008, Marshall Vest assessed the state economy as having “deteriorated significantly in recent months and forecasters have been revising their forecasts downward as 2007 comes to an end. Most forecasts for the U.S. now show the economy teetering on the brink of recession, but remaining in the black. We have revised our forecasts downward as well. Given recent evidence, we believe that Arizona’s economy is already in a recession that will stretch well into 2008”. While the recession is expected to be mild and last about one year, persistent troubles in the housing, credit and oil markets could extend the recession through another year and increase in severity (Vest, Arizona Economy, January 2008).

According to Arizona’s Joint Legislative Budget Committee (JLBC), for the first 7 months of FY 2008, General Fund collections are down 3.5% when compared to last year, and are \$619.2 million less than the enacted forecast. When factoring in Urban Revenue Sharing, year-to-date collections are 5.1% below last year.

The January decrease represents the largest percentage year over year decline since April 2002. The dramatic drop in January revenues was across the board in all three main revenue categories:

- Sales tax collections were down 7.5% compared to January 2007, and were \$71.9 million short of the monthly forecast. This is the largest percentage year over year decrease since at least FY 1991.
- Individual income tax collections were down 11.9%, which was \$98.7 million below forecast.
- Corporate income tax collections were 138.9% below last year, and \$35.7 million below the forecast.

Based on the January data, the FY 2008 Baseline Revenue Projection appears substantially overstated. The JLBC Staff now estimates that General Fund revenues will only reach \$9.15 billion, which is \$226.5 million less than the January Baseline. This revenue level would translate into a 0.7% decline compared to FY 2007 revenues prior to tax law changes, and a 3.2% decline after tax law changes (JLBC, Monthly Fiscal Highlights, February 2008).



On-Going Revenues Compared to On-Going Expenditures

Budget shortfalls of between 764 and 1,252 million dollars are estimated for FY 2008 and likely to continue through 2011. There are clear differences between the JLBC and the Governor’s Office projections of future budget shortfalls (JLBC Baseline Comparisons, January 29, 2008).

## Tucson Regional Economic Organization (TREO)

TREO has identified five strategic areas that will help improve the region's economy (Securing Our Future Now: An Economic Blueprint for the Tucson Region). These strategic areas target:

High-Skilled/High-Wage Jobs – Increase regional prosperity by focusing resources on growing industry sectors with high-paying jobs while developing a world-class workforce

- a) Educational Excellence – Inspire talent and innovation, while preparing children and adults with the skills necessary to compete in the knowledge-based global economy
- b) Urban Renaissance – Revitalize Tucson's urban center so that it excites, attracts, and benefits the entire region
- c) Livable Communities – Build on the unique assets and attributes of the Tucson region in order to be globally-recognized and valued for livability
- d) Collaborative Governance & Stewardship – Foster and support an innovation-based economy with efficient and enlightened government services and committed collaborative private sector leadership

TREO expects to pay close attention to industry clusters identified using the Harvard Cluster Analysis Model. Of 24 potential clusters located in the area, 10 have particular significance to the plan. The 10 sectors include:

- a) Aerospace and Defense
- b) Analytical Instruments/Optics
- c) Medical Devices
- d) Bio-Industry
- e) Environmental Technology
- f) Institutional/Private Research and Development
- g) Information Technology
- h) Business Services
- i) Financial Services
- j) Transportation and Logistics

## Occupational Areas of Significance

In addition to the industry clusters above, there are occupational areas of importance to the region. Of particular significance to the College are those occupations identified by the Bureau of Labor Statistics as High Technology and Healthcare Practitioner/Technician (Hecker, 2005).

### ***High Technology Jobs***

The local economy demand for high technology jobs will continue to grow. High Technology occupations account for more than 25,000 jobs in Pima County. Those occupations assigned Bachelor Degree education levels comprise 61 percent of these jobs. Twenty-seven percent of this

important workforce sector is composed of occupations with education levels of Associate Degree or lower (Economic Modeling Specialists, Inc [EMSI] and Bureau of Labor Statistics). Remaining jobs include those occupations requiring post-graduate or first professional degrees or are typically management occupations that require considerable experience in addition to a degree. The local high technology occupations typically are proportionally more concentrated in the local workforce than they are at the state level. The concentration of these occupations in the local workforce will become more intensive in the future (10 years projections from EMSI 2007).

### ***Healthcare Practitioner/Technician Occupations***

The college has several occupational programs that support the Healthcare Industries in the local economy, and specifically, those associated with the Healthcare Practitioner/ Technician Occupations (EMSI, 2007). This occupational category houses more than 22,000 jobs in Pima County. Occupations assigned education levels higher than Bachelor degree level occupations constitute 27.6 percent of these jobs while Bachelor degree occupations are associated with 9.3 percent of these jobs. Slightly more than 14,000 jobs (63.1 %) have Associate Degree level or lower education assignments. Included in this latter category are Registered and Licensed Vocational (Practical) Nurses. Jobs in each of these 3 education level breakouts are more concentrated in the local workforce than they are at the state level. Growth of jobs in occupations assigned the Bachelor Degree level will continue to outgrow the state's growth while the higher and lower level education occupations will be on a track towards equalization with that of the Arizona workforce.

One of the conclusions of the NCHEMS study (NCHEMS, 2006) is that there is an unmet need for baccalaureate education in the following occupations:

- Nurses and allied health professionals
- Teachers—especially math, science, and special education
- Aeronautical and systems engineers
- Social workers
- Engineering technologists
- Recreation workers/managers
- Construction managers

### **Political Climate and College Agenda**

Continued hostilities in Iraq and Afghanistan, the inability of the Iraqi government to forge a national identity and failed policies in providing aid to Katrina survivors in the New Orleans and surrounding areas are key issues that resulted in the Democratic Party taking control of both the US House and the Senate in the November 2006 elections.

The 48th Arizona Legislature ended its regular session in June and State funding for community colleges remained unchanged (Chancellor's Report for August 2007). State legislators adjourned before reaching agreements on several key issues that the College will continue to focus on during next year's legislative session. Pima Community College's legislative priorities include:

- a) the creation, composition, and governance role of a state-wide community college oversight board,
- b) the passing of legislation that would authorize community colleges to offer bachelor's degrees as needed by their local districts, and
- c) recalculating the formula on state funding for students enrolled in occupational and workforce programs.

In the College's 2006 Environmental Scan Summary, Mr. David Baime, American Association of Community Colleges Vice-President for Government Relations, noted that federal funding has held steady for five years, with Pell grant amounts frozen at \$4,050 for four years (College Planning Committee 2006-2008).

On September 7, 2007 legislation (HR 2669) was passed that increases the maximum Pell Grant to \$5,400 by 2012. Monies for these increases will be generated by cutting payments to student loan providers (Hebel and Selingo, *The Chronicle*, September 20, 2007).

The legislation will:

- a) reduce lender profits on new federal loans by 0.40 to 0.55 points depending on the lender's profit status accounting for savings of more than \$12 billion over a five-year period,
- b) produce a savings of close to \$2 billion by cutting guaranteed rates that lenders are allowed to keep of funds collected from 23 to 16 percent,
- c) increase the fee lenders pay to the Treasury for loan consolidations from 0.5 percent to 1.0 percent, yielding an additional \$2.24 billion,
- d) save an additional \$6 billion by terminating the "exceptional performers" incentive program for servicing student loans and cutting other payments to guarantee agencies.

Nationally, educational costs of public two-year institutions for 2006-07 increased by 4.1 percent over the previous academic year and now average \$2,272 annually. Educational costs at public four-year institutions increased by 6.3 percent to \$5,836 (College Board). By comparison, the Consumer Price Index (federal measure of inflation) for February 2008 rose by 4.0 percent from February 2007 (Consumer Price Index Summary, Bureau of Labor Statistics, February 2008).

### ***No Child Left Behind (NCLB)***

Nationwide, the 2,790 Title I schools that were in corrective action or restructuring status in the 2005-2006 school year were more frequently located in urban areas and in a few states. These schools served higher percentages of minority, poor, and middle-school students than other Title I schools, and many report that factors such as neighborhood violence and student mobility pose additional challenges to improving student academic performance. As state proficiency targets continue to increase to 100 percent in 2014, the number of schools in corrective action and restructuring may increase.

The Government Accounting Office (GAO) estimates that 42 percent of the schools in corrective action or restructuring did not receive all required types of assistance through their school districts, although most received discretionary assistance from their state educational agencies (GAO-07-1035).

In Arizona, Title I funded schools failing to make annual yearly progress for four or more years and targeted for corrective action increased by 44 percent from 25 in the 2005-06 school year to 36 in 2006-07. There was also a small increase in the number of failing schools that are “planning for” or “in the process of implementing” mandated restructuring activities. School districts are required to provide assistance to these schools in the form of analysis of students’ assessment data and/or revising school budgets so that resources are allocated to improvement efforts.

### ***President’s Budget Plan for 2009***

The White House released its budget plan for FY 2009 on Feb 4, 2008. Higher Education cuts are proposed to offset increased minority-serving institution funding established in last fall’s budget reconciliation bill (Inside Higher Ed, February 5, 2008). The plan includes cuts in funding of:

- \$85 million for the Strengthening Historically Black Colleges and Universities Program
- \$23 million for tribally controlled colleges
- \$11.6 million from the Strengthening Alaska Native and Native Hawaiian serving Institutions Program
- \$1.272 billion in funds distributed in 2008 through the Carl D. Perkins Career and Technical Education Act, including \$103 million for the Tech-Prep Education State Grants that largely flow to community colleges

## **Educational Reports**

### ***P-20 Council***

Governor Janet Napolitano instituted a P-20 Council in 2005, to serve as an oversight, governance process for education in Arizona from preschool through graduate school. Three community college executive officers serve on this Council, which has the goals of improving education, increasing graduation rates and college success, and preparing students for the workplace. In its 2006 report “From Education to Work: Is Arizona Prepared?” the P-20 Council found that:

- a) **College readiness needs to be the minimum requirement for high school graduates.** – Every high school student who wants a high wage/high demand occupation will need some postsecondary coursework.
- b) **Arizona high school graduates need to be prepared for both college and career.** – High wage occupations require both post-secondary education and work experience. High school students should not be classed as college and non-college bound. All high school students need to be both college and career ready.

- c) **High school rigor in applied math and reading comprehension is critical.** – The skills and knowledge needed for career preparation require the ability to apply mathematical formulas and problem-solving techniques to work related problems and the ability to understand the meaning and purpose of written text.
- d) **Relevance in high school is critical.** – High schools need to be better connected with the skills needed in growing industries and aware of the career opportunities available by pursuing post-secondary coursework.
- e) **Insufficient data hinder efforts to improve high school, postsecondary, and workforce alignment.** – Data driven decision-making is critical to the design of effective programs that link high schools to postsecondary and career preparedness. Common measures and metrics are needed to evaluate the degree of alignment gaps that exist within Arizona’s high schools.

The Council also identified major gaps that impede progress in achieving educational goals. These gaps include:

- a) **Graduation requirements are insufficient.** – The state graduation requirements for high school are insufficient in preparing students for college and career, especially math and science requirements.
- b) **There is a lack of identified college/career course curriculum.** – No specific high school course curriculum has been identified for students, parents, and teachers regarding the scope and sequence of high school courses needed to start college or be prepared for a career that pays good wages.
- c) **AIMS testing is not aligned to college or career readiness.** – Developed as a 10th grade proficiency assessment test, the AIMS test is insufficient for quantifying a student’s readiness for college or career readiness. Arizona does not have a standard assessment tool aligned to college and career readiness.
- d) **Data gaps prevent Arizona from pinpointing alignment gaps.** – The biggest challenge is linking a common language and metric that identifies the skills needed across secondary, post-secondary and workplace sectors. In addition, data does not exist to identify the level of remediation occurring by college or university, nor does data exist on which high schools are sending students onto college that need remediation.

Currently, 37 states now require public high school students to take at least 20 credits of coursework; eight states require fewer than 20 credits; and other states' course graduation requirements are determined locally. Of those states with course requirements, 37 require four or more years of English, 31 require three or more years of social studies, 27 require three or more years of mathematics, and 23 require three or more years of science. Arizona had required 20 total credits, four of which must be in English/Language Arts, 2.5 in Social Studies, two in Science, and two in Mathematics.

In August 2007, the Arizona Board of Education voted to require students to complete three Mathematics credits and three credits in Social Studies. One additional Mathematics credit and one additional Science credit would be required for students entering school in Fall Term 2010. This legislation would require 600 more Mathematics teachers to carry out the mandate (Arizona Daily Star, August 11, 2007).

In March, the Arizona Board of Regents and members of the State Board of Education met to identify tools for success that reflect the new high school graduation requirements recently adopted by the State Board of Education. These tools will focus on increasing the number of math and science teachers. Nine other states are expected to participate in the study (ABOR News Release, March 6, 2008).

The P-20 Council has been working with the Arizona Department of Education and the state procurement office to have Arizona participate in this pilot study. The study would administer an Algebra II End of Course Assessment test to more than 1,000 Arizona university students this spring (ABOR meeting, Item #14, March 6-7, 2008). The objectives of the Algebra II End-of-Course Assessment are:

- To align with the P-20 Council's math alignment work.
- To improve curriculum and instruction.
- To help postsecondary institutions determine if students are ready to do credit-bearing work.
- To compare performance and progress among the participating states.

## ***Pima Community College***

### **NCHEMS Report**

- The National Center for Higher Education Management Systems Report (NCHEMS, 2006) described state higher education conditions as troublesome. In their findings, the three following observations were discussed:
- The U.S. basically has been stuck in one place for 30 years—adults age 25-34 are educated at about the same level as the cohort 30 years their elder, while the best performing countries have been making very substantial decade-to-decade progress.
- Using baccalaureate degree attainment as the benchmark, young Americans are much less well educated than their counterparts in many other nations. If this situation is allowed to continue for another decade, the American workforce will cease to be globally competitive.
- Arizona's younger population (25-34) is considerably less well educated than the U.S. as a whole (22.9% with a baccalaureate versus 30.2%). More disconcerting is the fact that education attainment levels have been steadily decreasing; recent entrants into the workforce are much less well educated than those in their parents' generation.

### **Distance Education**

The College has expanded its distance education program by focusing on on-line courses, especially for students in post-baccalaureate programs in education. Fall Term enrollment in web-based classes (100% web and web self paced) has grown from 690 to 3739 (unduplicated) over the last five years. Enrollment in on-line only courses has increased from 160 to 1481 over the same time frame. During FY 06-07, the College ran 221 different courses on-line.



### **Dual Enrollment**

Dual Enrollment for FY 06-07 included 100 classes with an unduplicated enrollment of 1,039 at 27 different sites representing a 45 percent increase in class offerings, a 47 percent increase in enrollment, and an 80 percent increase in site access over the previous year. Students often take more than one class; the seat count enrollment for FY 05-06 was 1,261 and this past year was 1,857. Currently almost 2/3 of the classes are academic (writing, math, history). Occupational course numbers are expected to increase with emphasis on the county's Tech-Prep program.

### **Developmental Education**

As reported in 2006, a majority of incoming students are in need of at least some developmental coursework. Placement test scores between 2003 and 2006 show progress is limited in reducing New To Higher Education student placement scores that result in remedial recommendations. Over this time period, remedial recommendation rates in Math dropped from 81 to 79 percent. Reading remediation rates dropped one percentage point from 33 to 32 percent. Writing remediation rates showed the greatest improvement falling six percentage points from 54 to 48 percent.

In Fall 2006, 76% of recent public high school graduates entering PCC had Math assessment test scores placing them in remedial courses. An additional 33 and 48 percent scored as remedial in Reading and Writing. Of incoming students from Charter high schools, 92, 37, and 58 percent placed as remedial in Math, Reading, and Writing, respectively. Private high schools had the lowest levels of remedial math, reading, and writing placements with 64, 18, and 31 percent respectively.

### **PCC Employee Ageing**

The College employee community is ageing rapidly. As of August 2006, the average college employee was 48 years of age. Thirty percent (383 of 1,277) of employees are 55 years old or older. Forty-seven percent of administrators, 43 percent of faculty, 25 percent of exempt staff, and 23 percent of non-exempt staff fall in this age group. One hundred twelve employees are currently eligible for retirement based on reaching retirement age of 65, having accumulated 80 Arizona State Retirement System points, or because they have reached age 62 and have 10 years of accumulated service. An additional 371 employees are eligible for retirement because they meet the minimum retirement age of 50 and are vested in the retirement program (five years). The impact of possible growth in retirements presents potential structural changes and hiring opportunities.

### **Student Gender and Ethnicity**

In September 2007, the National Center of Education Statistics released its report (NCES 2007-039) on "Status and Trends in the Education of Racial and Ethnic Minorities." Between 1976 and 2004, the percentage of total undergraduate enrollment of minority students increased from 17 to 32 percent. By 1980, the percentage of females enrolled as undergraduates surpassed the percentage of males enrolled as undergraduates.

In 2005, minorities made up 33 percent of the U.S. population. Hispanics were the largest minority group, representing 14 percent of the population. They were followed by Blacks (12 percent),

Asians/Pacific Islanders (four percent), and American Indians/Alaska Natives (one percent). Minority populations are projected to increase to 39 percent of the U.S. population by the year 2020.

The gender gap in undergraduate enrollments continues to increase. In 1976, 54 percent of enrollments were male students. By 2004, male enrollments dropped to 42.9 percent. The most recent statistics by race/ethnicity demonstrate that female enrollments outnumber male enrollments by 14.2 percentage points of all undergraduates, by 11.8 percentage points for Whites, 28.6 percentage points for Blacks, 17.1 points for Hispanics, 7.5 points for Asian/Pacific Islanders, and 21.8 percentage points for American Indians/Alaska Natives. By 2006, women were responsible for 56 percent of all undergraduates. Fall 2006 enrollments at the College were 57 percent female. By race/ethnicity, Pima enrollees were 51 percent White, 29 percent Hispanic, four percent Black, four percent Asian American, and two percent Native American.

## **Pima County and Tucson Demographics**

Pima County is expecting increased development and population growth to the southeast and continuing growth in the northwest. Sahuarita (south of Tucson) will probably double in size, and the City of Tucson is anticipating continued, rapid growth in the southeast as well as in-fill throughout the metro area (College Planning Committee 2006-2008). NCHEMS findings suggest that growth alone will fuel considerable additional demand for postsecondary education (specifically baccalaureate level education) in Pima (and several other counties) in Arizona (NCHEMS, 2006).

The Tucson and Pima County area will see an increasing Hispanic population, a larger population of retirees, and an increasing requirement for a college educated populace. Efforts to position the city to attract more high technology and skilled crafts will require attention by the College to respond to the needs of the changing community.

The population of Hispanics has grown more than three times faster than all other groups between 2000 and 2006 adding more than 60,000 residents to Pima County. While the non-Hispanic population between the ages of 30 – 39 decreased by more than seven percent, the Hispanic population in this age group increased by 21 percent (Fischer, H. August 11, 2007, Arizona Daily Star).

Recent legislation (HR 2779) making it illegal for employers to hire undocumented immigrants may have a large future impact on the state and county workforce, especially in occupations associated with the farming, forestry, building/grounds cleaning and maintenance, and construction industries. The future impact on the College will likely be larger than that of Proposition 300 which saddled students with out-of state tuitions when these are unable to provide acceptable evidence of legal residency. The Pew Hispanic Center released a study of Arizona's Hispanic work force. According to the report, 29.1 percent of all Arizonans in 2006 were Hispanic, twice the national figure. Half of these were not born in this country. Of this latter group the majority are not citizens. PEW estimates that up to 10.5 percent of the state's 2006 workforces (>300,000 persons) came here illegally (Fischer, H. January 25, 2008, Arizona Daily Star).

According to recently released 2006 data from the American Community Survey (Census Bureau, 2007) for Pima County females outnumber males 51.1 percent to 48.9 percent, respectively. By race, Whites made up 70.0 percent of the population, followed by American Indian/Alaska Natives at 3.4 percent, Blacks or African Americans at 3.1 percent, Asians at 2.4 percent, and Native Hawaiians or Other Pacific Islanders at 0.2 percent. Hispanics (of any race) constituted 32.5 percent of the population.

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## **Initiatives and Development Team Leaders**

- 1. Provide Evidence of Student Learning and Teaching Effectiveness**  
Suzanne Miles, Provost and Executive Vice Chancellor
  
- 2. Improve Student Success in Developmental Education**  
Anne Vosberg, Acting Dean of Student Development
  
- 3. Redesign Student Services**  
Roy Flores, Chancellor
  
- 4. Create Foundations for Creativity and Innovation**  
Victoria Cook, Dean of Instruction
  
- 5. Improve the Use of Physical Assets**  
Charlotte Fugett, President, East Campus
  
- 6. Master Technology**  
Kirk Kelly, Vice Chancellor for Information Technology
  
- 7. Strengthen Administrative Operations**  
David Bea, Executive Vice Chancellor for Administration

## **Initiative 1: Provide Evidence of Student Learning and Teaching Effectiveness**

Overall Responsibility: Provost and Executive Vice Chancellor

Supports College Goals: 1, 2, 3, 4, 5, 6, 7

### **Strategy 1.1 Create goals for student learning outcomes that are clearly stated for each education program and make effective assessment possible**

*Completion Date:* April 30, 2010

*Responsibility:* Provost and Executive Vice Chancellor, Assistant Vice Chancellor for Academic Services and Vice Provost, and Administrative Chair of the Student Learning Outcomes Standing Committee

#### **Actions:**

- 1.1.1 Standardize student learning outcomes college-wide, including program and course offerings.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost, and Deans of Instruction  
*Supports HLC Core Component:* 3b
- 1.1.2 Align program offerings with K-12 and university curriculum.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost, and Deans of Instruction  
*Supports HLC Core Component:* 5b
- 1.1.3 Increase high school offerings through dual enrollment for transfer.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost, and Deans of Instruction  
*Supports HLC Core Component:* 5b
- 1.1.4 Increase high school offerings through dual enrollment for occupational/workforce including Tech Prep and the Pima County Joint Technological Educational District (JTED).  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost, and Deans of Instruction  
*Supports HLC Core Component:* 5b
- 1.1.5 Strengthen student preparation in mathematics, writing, and science.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost, and Deans of Instruction  
*Supports HLC Core Component:* 3c
- 1.1.6 Strengthen university partnerships to include occupational/workforce and transfer.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost, and Deans of Instruction  
*Supports HLC Core Components:* 3a, 5b
- 1.1.7 Incorporate the goals of the Governor’s P-20 outcome recommendations into the College’s offerings.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost, and Deans of Instruction  
*Supports HLC Core Components:* 3c, 5a

- 1.1.8 Increase enrollment and offerings for Tech Prep, JTED, and workforce students.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost, and Deans of Instruction  
*Supports HLC Core Components:* 5b, 5c

*Source of funds:* Operating Budget and Grants

**Strategy 1.2**                      **Create effective learning environments to ensure student success**

*Completion Date:* April 30, 2010  
*Responsibility:* Assistant Vice Chancellor for Student Services

**Actions:**

- 1.2.1 Support a pilot assessment project in K-12 to include charter, private and public schools.  
*Responsibility:* Deans of Student Development  
*Supports HLC Core Components:* 3c, 5b
- 1.2.2 Develop strategic joint program admissions opportunities for students.  
*Responsibility:* Deans of Student Development  
*Supports HLC Core Components:* 3d, 5b
- 1.2.3 Develop appropriate placement of students in basic skills coursework.  
*Responsibility:* Deans of Student Development  
*Supports HLC Core Component:* 3d
- 1.2.4 Expand Perkins Placement tracking college-wide.  
*Responsibility:* Deans of Student Development  
*Supports HLC Core Components:* 3d, 5b

*Source of funds:* Operating Budget

**Strategy 1.3**                      **Develop and enhance effective educational and business partnerships to increase learning opportunities for students**

*Completion Date:* December 15, 2010  
*Responsibility:* Provost and Executive Vice Chancellor, Presidents, Assistant Vice Chancellor for Academic Services and Vice Provost, and Community Campus Dean of Workforce and Business Development

**Actions:**

- 1.3.1 Increase business and industry customization and innovation through contracts.  
*Responsibility:* Dean of Workforce and Business Development  
*Supports HLC Core Components:* 5b, 5c
- 1.3.2 Develop projects for Teacher Training with university and college partners.  
*Responsibility:* Deans of Instruction  
*Supports HLC Core Components:* 3b, 5b
- 1.3.3 Increase partnerships college-wide.  
*Responsibility:* Presidents  
*Supports HLC Core Components:* 5b, 5c, 5d

1.3.4 Develop partnerships and grants to increase student scholarships.

*Responsibility:* Presidents

*Supports HLC Core Components:* 5b, 5c, 5d

*Source of funds:* Operating Budget, Grants and Scholarships

**Strategy 1.4**

**Value and support effective teaching to develop the community through learning**

*Completion Date:* April 30, 2009

*Responsibility:* Provost and Executive Vice Chancellor, and Assistant Vice Chancellor for Academic Services and Vice Provost

**Actions:**

1.4.1 Expand faculty mentoring program to adjunct faculty.

*Responsibility:* Deans of Instruction

*Supports HLC Core Components:* 3b, 3c

1.4.2 Expand teaching strategy workshops college-wide with a focus on learning styles.

*Responsibility:* Deans of Instruction

*Supports HLC Core Components:* 3b, 3c

1.4.3 Develop additional professional development opportunities for faculty.

*Responsibility:* Deans of Instruction

*Supports HLC Core Components:* 3b, 3c

1.4.4 Refine the faculty success program to support instructional improvement.

*Responsibility:* Deans of Instruction

*Supports HLC Core Components:* 3b, 3c

*Source of funds:* Operating Budget

**Strategy 1.5**

**Develop and enhance learning and educational resources to support student learning and effective teaching**

*Completion Date:* April 30, 2009

*Responsibility:* Provost and Executive Vice Chancellor, and Assistant Vice Chancellor for Academic Services and Vice Provost

**Actions:**

1.5.1 Increase the number of professional development workshops for faculty and adjunct faculty relating to learning resources.

*Responsibility:* Deans of Instruction, and Deans of Student Development

*Supports HLC Core Components:* 3b, 3d

1.5.2 Expand access to learning resources for faculty, adjunct faculty and students through multiple modalities.

*Responsibility:* Deans of Instruction, and Deans of Student Development

*Supports HLC Core Components:* 3b, 3d

1.5.3 Establish a service review process to identify the effectiveness of learning resources and professional development opportunities.

*Responsibility:* Deans of Instruction, and Deans of Student Development

*Supports HLC Core Component:* 3d

*Source of funds:* Operating Budget



**Strategy 1.6**

**Prepare the College for the North Central Accreditation Self-Study**

*Completion date:* April 29, 2011  
*Responsibility:* Provost and Executive Vice Chancellor, and Self-Study Steering Committee

**Actions:**

- 1.6.1 Conduct regular meetings with the Self-Study Steering Committee.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost  
*Supports HLC Core Component:* 1d
- 1.6.2 Regularly review reports on the status of the criteria for accreditation.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost, and Deans of Instruction  
*Supports HLC Core Component:* 2c
- 1.6.3 Conduct regular professional development workshops for employees on the accreditation process.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost, and Deans of Instruction  
*Supports HLC Core Components:* 1c, 2d
- 1.6.4 Continue to participate on an annual basis in the Higher Learning Commission student learning workshops in Lisle, Illinois.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Component:* 2c
- 1.6.5 Continue to participate in the Higher Learning Commission annual conference held in April in Chicago, Illinois.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Component:* 2c
- 1.6.6 Submit the Self-Study in spring 2010.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Component:* 2d
- 1.6.7 Host the North Central Accreditation (NCA) team in fall 2010.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Component:* 2d
- 1.6.8 Follow-up on items after the NCA team visit spring 2011.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Component:* 2d

*Source of funds:* Operating Budget

## **Initiative 2: Improve Student Success in Developmental Education**

Overall Responsibility: Provost and Executive Vice Chancellor

Supports College Goals:5

### **Strategy 2.1 Leverage community resources**

*Completion Date:* June 30, 2009

*Responsibility:* Presidents

#### **Actions:**

- 2.1.1 Inventory and assess community resources to determine how they can augment PCC programs.  
*Responsibility:* Deans of Instruction, and Deans of Student Development  
*Supports HLC Core Component:* 5a
- 2.1.2 Evaluate existing partnerships to determine which practices to strengthen, add, or eliminate.  
*Responsibility:* Deans of Instruction, and Deans of Student Development  
*Supports HLC Core Component:* 5b
- 2.1.3 Design opportunities for collaboration with existing service area programs in libraries, faith-based organizations, neighborhood associations.  
*Responsibility:* Deans of Instruction, and Deans of Student Development  
*Supports HLC Core Components:* 5b, 5c
- 2.1.4 Educate the community on the need for broad involvement in establishing multi-level Developmental Education programming as part of a shared responsibility model.  
*Responsibility:* Presidents, Deans of Instruction, and Deans of Student Development  
*Supports HLC Core Component:* 5b

*Source of funds:* Operating Budget

### **Strategy 2.2 Develop effective strategies to help developmental students successfully complete coursework**

*Completion Date:* September 30, 2010

*Responsibility:* Deans of Instruction, and Deans of Student Development

#### **Actions:**

- 2.2.1 Enhance communication with school superintendents regarding student success.  
*Responsibility:* Presidents  
*Supports HLC Core Components:* 5a, 5b, 5c
- 2.2.2 Evaluate pilot assessment project in K-12, to include charter, private and public schools (builds upon Action Item 1.2.1).  
*Responsibility:* Deans of Student Development  
*Supports HLC Core Components:* 2c, 3c, 5c
- 2.2.3 Develop and deliver an orientation that prepares students to take an assessment test.  
*Responsibility:* Deans of Student Development  
*Supports HLC Core Component:* 3c

- 2.2.4 Evaluate available assessment tools and identify ways to provide additional information about student skill levels and areas for improvement.  
*Responsibility:* Deans of Instruction, and Deans of Student Development  
*Supports HLC Core Component:* 3c
- 2.2.5 Establish an optional “Readiness Academy” for students to prepare for mathematics, reading, and writing instruction.  
*Responsibility:* Deans of Instruction, and Deans of Student Development  
*Supports HLC Core Components:* 3b, 3c, 3d
- 2.2.6 Review and revise placement procedures for English as a second language (ESL) students.  
*Responsibility:* Deans of Instruction  
*Supports HLC Core Component:* 3d
- 2.2.7 Develop an early intervention plan to identify and assist students having difficulties in developmental courses.  
*Responsibility:* Deans of Student Development  
*Supports HLC Core Components:* 3b, 3c
- 2.2.8 Increase involvement of retention specialists with developmental students.  
*Responsibility:* Assistant Vice Chancellor for Student Services  
*Supports HLC Core Components:* 3c, 3d

*Source of funds:* Operating Budget

**Strategy 2.3 Design and implement effective instructional models for developmental courses**

*Completion Date:* December 15, 2010  
*Responsibility:* Deans of Instruction

**Actions:**

- 2.3.1 Develop and deliver modular courses and other formats that meet student needs.  
*Responsibility:* Deans of Instruction  
*Supports HLC Core Components:* 3b, 3c
- 2.3.2 Integrate ESL best practices into developmental courses.  
*Responsibility:* Deans of Instruction  
*Supports HLC Core Components:* 3b, 3c
- 2.3.3 Deliver Learning Center options for developmental mathematics, reading, writing, and ESL courses.  
*Responsibility:* Deans of Instruction  
*Supports HLC Core Components:* 3b, 3c
- 2.3.4 Increase use of technology-delivered instruction.  
*Responsibility:* Deans of Instruction  
*Supports HLC Core Components:* 3b, 3c, 3d
- 2.3.5 Evaluate approaches and incorporate research-based best practices college-wide.  
*Responsibility:* Deans of Instruction, and Deans of Student Development  
*Supports HLC Core Components:* 3a, 3c

*Source of funds:* Operating Budget

**Strategy 2.4**

**Increase professional development activities for mathematics, reading, writing, and ESL faculty and Learning Center directors**

*Completion Date:*

June 30, 2009

*Responsibility:*

Vice Chancellor for Human Resources and Special Events

**Actions:**

- 2.4.1 Incorporate the August Developmental Education in-service into on-going professional development for all mathematics, reading, writing, and ESL faculty; broaden target audience to include Student Success (STU) faculty, counselors, and Learning Center staff.  
*Responsibility:* Vice Chancellor for Human Resources and Special Events  
*Supports HLC Core Components:* 3b, 4a, 4d
- 2.4.2 Provide professional development activities throughout the semester for Developmental Education faculty.  
*Responsibility:* Vice Chancellor for Human Resources and Special Events  
*Supports HLC Core Components:* 3b, 4a, 4d
- 2.4.3 Provide professional development opportunities for Learning Center directors, possibly leading to certification.  
*Responsibility:* Vice Chancellor for Human Resources and Special Events  
*Supports HLC Core Components:* 3b, 4a, 4d

*Source of funds:*

Operating Budget

**Strategy 2.5**

**Establish an advising system for students who are required to retake a developmental course**

*Completion Date:*

June 30, 2009

*Responsibility:*

Deans of Student Development

**Actions:**

- 2.5.1 Create and implement a system that requires students retaking courses to have mandatory advising prior to re-registering.  
*Responsibility:* Deans of Student Development  
*Supports HLC Core Component:* 3c
- 2.5.2 Develop supplemental activities (workshops, self-paced, online) for students retaking Developmental Education classes.  
*Responsibility:* Deans of Instruction, and Deans of Student Development  
*Supports HLC Core Components:* 3b, 3c, 3d
- 2.5.3 Develop a Peer Mentor Program for Developmental Education students.  
*Responsibility:* Deans of Instruction, and Deans of Student Development  
*Supports HLC Core Components:* 3b, 3c
- 2.5.4 Evaluate the effectiveness of these practices.  
*Responsibility:* Deans of Instruction, and Deans of Student Development  
*Supports HLC Core Components:* 3a, 3c

*Source of funds:*

Operating Budget

**Strategy 2.6**

**Establish effective leadership, processes, and resources to support an effective Developmental Education Program**

*Completion Date:*

April 29, 2010

*Responsibility:*

Provost and Executive Vice Chancellor, Presidents, Deans of Instruction, and Deans of Student Development

**Actions:**

- 2.6.1 Support an organizational culture dedicated to improving basic skills development for all students and student outcomes within Developmental Education.  
*Responsibility:* Provost and Executive Vice Chancellor, Presidents, Deans of Instruction, and Deans of Student Development  
*Supports HLC Core Components:* 1d, 2b, 3a
- 2.6.2 Identify effective District and Campus organizational and leadership structures compatible with needs and make appropriate institutional assignments.  
*Responsibility:* Provost and Executive Vice Chancellor, and Presidents  
*Supports HLC Core Components:* 1d, 2a, 2b
- 2.6.3 Institute quarterly college-wide meetings to assess progress of the Developmental Education initiative.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 1d, 2b, 2c
- 2.6.4 Align resources in support of Developmental Education.  
*Responsibility:* Provost and Executive Vice Chancellor, and Presidents  
*Supports HLC Core Components:* 1d, 2b, 3d

*Source of funds:*

Operating Budget

### **Initiative 3: Redesign Student Services**

Overall Responsibility: Chancellor

Supports College Goals: 1, 2

#### **Strategy 3.1 Reorganize College leadership of student services to be more centralized and coordinated**

*Completion Date:* December 15, 2008

*Responsibility:* Provost and Executive Vice Chancellor

**Actions:**

- 3.1.1 Reorganize the leadership of Campus student service operations to have the student service lead Campus position (Dean) directly report to a position within the Provost’s Office.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 1c, 1d
- 3.1.2 Create standardized communication avenues between the position in the Provost’s Office and the Campus Presidents to maintain consideration of Campus specific initiatives and needs.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 1c, 1d

*Source of funds:* Operating Budget

#### **Strategy 3.2 Reconfigure and update technology**

*Completion Date:* June 30, 2009

*Responsibility:* Provost and Executive Vice Chancellor

**Actions:**

- 3.2.1 Implement a functional Degree Audit Application and consider program structure development from external services.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Component:* 2b
- 3.2.2 Build a tutorial to assist students with running and interpreting the Degree Audit through self-service.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Component:* 3d
- 3.2.3 Reconfigure various Banner™ processes to utilize updated functionality.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 2b, 4d
- 3.2.4 Make self-service the standard by which transactional activities are completed by students.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Component:* 3d
- 3.2.5 Implement Workflow™ and evaluate whether external services would expedite and be a cost effective approach to setting up workflows.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Component:* 2b

- 3.2.6 Review screen access permissions by staff level and methodology by which access is granted.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 2c, 4d
- 3.2.7 Expand the definition of “student” across the College to include serving the needs of the credit, clock-hour and non-credit students at all locations.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 2b, 3a, 3d

*Source of funds:* Operating Budget

**Strategy 3.3**

**Configure an employee intranet to address communication and training**

*Completion Date:* December 15, 2008  
*Responsibility:* Provost and Executive Vice Chancellor

**Actions:**

- 3.3.1 Configure an Information Bank searchable by alpha structure and keyword entry, as well as utilize “push” technology to notify designated staff of categories of events and information.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 2b, 2d
- 3.3.2 Set up regular reports to evaluate usage of the Information Bank by all employees.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 2b, 2d, 4a
- 3.3.3 Establish process to keep Information Bank current on a daily basis.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 2a, 2b, 2c, 2d
- 3.3.4 Establish an online training site for employees, on which specific position training tutorials may be placed.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 4a, 4d
- 3.3.5 Update, standardize and maintain Standard Practice Guides (SPGs) for all student related processes, incorporating redesigned process flows.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 1e, 3c
- 3.3.6 Evaluate methods to streamline the SPG development and maintenance process.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 2b, 2d
- 3.3.7 Maintain previous College catalog versions for reference.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 2b, 2d, 3d
- 3.3.8 Develop an evaluation mechanism by which to measure effectiveness of intranet tool.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 2b, 2c, 4d

*Source of funds:* Operating Budget

**Strategy 3.4****Implement a student services center approach on all Campuses***Completion Date:*

June 30, 2009

*Responsibility:*

Provost and Executive Vice Chancellor

**Actions:**

- 3.4.1 Create a college-wide team to direct the business transformation objectives.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 1d, 2d
- 3.4.2 Complete any physical restructuring necessary to implement the “Student Services Center” approach.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 3c, 3d
- 3.4.3 Develop a seamless admissions process.  
*Responsibility:* Deans of Student Development  
*Supports HLC Core Component:* 3d
- 3.4.4 Expand student service processes in a variety of modalities.  
*Responsibility:* Deans of Student Development  
*Supports HLC Core Component:* 3d
- 3.4.5 Implement the proposed “Student Services Center” changes at all Campus and center locations.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 3c, 3d
- 3.4.6 Make changes to process flows in all services as prescribed, and outlined in updated SPGs.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Component:* 2b
- 3.4.7 Form a task force to coordinate implementation of recommendations from the Financial Aid Services Review, and address the following Financial Aid issues: Institutional Student Information Record (ISIR) processing, verification item processing, Campus responsibilities and coordination, Banner™ screen access, tuition deferment, bookstore payment, work study process, and scholarship process.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 1d, 2b
- 3.4.8 Review and reconfigure use of student record holds.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Component:* 3c
- 3.4.9 Develop an evaluation mechanism by which to measure effectiveness, accuracy, usefulness, and satisfaction with redesigned services.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Component:* 2c

*Source of funds:*

Operating Budget



**Strategy 3.5**

**Improve staff training in student services**

*Completion Date:*

June 30, 2009

*Responsibility:*

Provost and Executive Vice Chancellor

**Actions:**

- 3.5.1 Create online training modules which include job tasks and responsibilities for each functional area, as well as Banner™ module-specific competencies.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 4a, 4d
- 3.5.2 Construct online training tutorial for using the employee intranet for all employees.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 4a, 4d
- 3.5.3 Develop and implement methodology by which all training tutorials are maintained and updated to stay “current.”  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 2b, 4a, 4d
- 3.5.4 Create a system by which refresher training is provided and monitored for employees.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 2b, 4a, 4d

*Source of funds:*

Operating Budget

**Strategy 3.6**

**Conduct a staffing review**

*Completion Date:*

September 30, 2009

*Responsibility:*

Provost and Executive Vice Chancellor

**Actions:**

- 3.6.1 Define the purpose and desired student services of the organizational structure and each personnel position within the structure.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 4a, 4d
- 3.6.2 Define staff competencies for each position, implemented consistently across the Campuses.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Component:* 2c
- 3.6.3 Identify other colleges using a competency approach to defining employment positions and evaluate whether there is an existing model to adopt.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Component:* 2c
- 3.6.4 Have all employees complete a work distribution survey, assess what is being done by each position and the amount of time spent on the activity.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Component:* 2c
- 3.6.5 Develop a College reorganization plan to best utilize staff, based on the defined purposes, incorporating updated technological capabilities and redesigned processes.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Components:* 2c, 2d

*Source of funds:*

Operating Budget

## **Initiative 4: Create Foundations for Creativity and Innovation**

Overall Responsibility: Chancellor

Supports College Goals: 1, 2, 3, 4, 5, 6, 7

### **Strategy 4.1 Expand College access and outreach**

*Completion Date:* January 29, 2010

*Responsibility:* Presidents

#### **Actions:**

- 4.1.1 Identify and connect community partners in a concerted effort to initiate a solid statewide P-20 program that stimulates higher educational expectations across all economic and social spectra.  
*Responsibility:* Deans of Instruction, and Deans of Student Development  
*Supports HLC Core Components:* 2a, 5a, 5b, 5d
- 4.1.2 Establish a comprehensive system to recognize prior learning, including credit by examination.  
*Responsibility:* Provost and Executive Vice Chancellor, and Assistant Vice Chancellor for Academic Services and Vice Provost  
*Supports HLC Core Components:* 4a, 4b, 4d, 5a, 5c, 5d
- 4.1.3 Establish scheduling choices and opportunities that allow students variable start and end dates to extend or contract course length according to individual needs.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost, and Deans of Instruction  
*Supports HLC Core Components:* 2b, 3c, 4a, 5a, 5b, 5c, 5d
- 4.1.4 Accelerate the curriculum process to be more responsive to new program development and changing market needs.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost  
*Supports HLC Core Components:* 2b, 4a, 4b, 4d, 5a, 5c, 5d
- 4.1.5 Provide incentives to faculty to move curriculum towards new technologies and methods of instruction.  
*Responsibility:* Provost and Executive Vice Chancellor, Assistant Vice Chancellor for Academic Services and Vice Provost, and Deans of Instruction  
*Supports HLC Core Components:* 2b, 3b, 3c, 3d, 4a, 4b, 4d
- 4.1.6 Increase linkages with K-12 institutions.  
*Responsibility:* Vice Chancellor for Information Technology, and Assistant Vice Chancellor for Academic Services and Vice Provost  
*Supports HLC Core Components:* 4a, 4b, 4d, 5a, 5b, 5c, 5d
- 4.1.7 Deliver multi-targeted market campaigns for specific non-traditional populations including seniors, working adults, and new community populations.  
*Responsibility:* Assistant Vice Chancellor for Marketing  
*Supports HLC Core Components:* 2a, 5a, 5d

*Source of funds:* Operating Budget

**Strategy 4.2**

**Create a college-wide wellness program**

*Completion Date:*

August 13, 2010

*Responsibility:*

Vice Chancellor for Human Resources and Special Events

**Actions:**

- 4.2.1 Develop and initiate a college-wide employee wellness program. Incorporate and expand opportunities into existing professional development program and assess feasibility of a benefits package that includes health incentives, rewards, and/or recognition for participation in program.  
*Responsibility:* Executive Vice Chancellor for Administration  
*Supports HLC Core Components:* 2a, 2c, 5a, 5b, 5c, 5d
- 4.2.2 Identify key student health and wellness factors that influence retention and student success. Design campus-specific wellness programs.  
*Responsibility:* Assistant Vice Chancellor for Student Services, and Deans of Student Development  
*Supports HLC Core Components:* 2b, 5a, 5b, 5c, 5d
- 4.2.3 Offer wellness programs in the community.  
*Responsibility:* Deans of Instruction, and Deans of Student Development  
*Supports HLC Core Component:* 5
- 4.2.4 Develop links to online wellness resources.  
*Responsibility:* Deans of Instruction, and Deans of Student Development  
*Supports HLC Core Component:* 5

*Source of funds:*

Operating Budget

**Strategy 4.3**

**Expand and develop community connections**

*Completion Date:*

April 15, 2009

*Responsibility:*

Presidents

**Actions:**

- 4.3.1 Expand and enliven outreach activities to established service areas and to inadequately served remote locations.  
*Responsibility:* Assistant Vice Chancellor for Student Services, and Deans of Student Development  
*Supports HLC Core Component:* 5c
- 4.3.2 Develop multi-discipline, personal interest “Pima Sampler” course modules for local businesses, community organizations, and special interest groups.  
*Responsibility:* Deans of Instruction  
*Supports HLC Core Components:* 2a, 5c
- 4.3.3 Strengthen employee motivation and participation in community activities by providing flexible work schedules for designated community service days.  
*Responsibility:* Vice Chancellor for Human Resources and Special Events  
*Supports HLC Core Component:* 5b
- 4.3.4 Enhance community liaisons with strong public visibility through College-hosted open houses, competitions, or clinics.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost, and Assistant Vice Chancellor for Student Services  
*Supports HLC Core Component:* 5b

- 4.3.5 Develop a comprehensive, imaginative and assertive outreach for senior citizens by offering non-credit, pass-fail, or low-credit course options, tailored to their needs.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost, and Assistant Vice Chancellor for Student Services  
*Supports HLC Core Components:* 3c, 5b
- 4.3.6 Offer a larger menu of non-credit options at all Campuses to attract interest from non-traditional students.  
*Responsibility:* Provost and Executive Vice Chancellor  
*Supports HLC Core Component:* 4c
- 4.3.7 Promote and facilitate an increased number of internships for students and employees by reducing any existing barriers, posting and advertising a “Web-pool” of internship candidates, and creating additional for-credit internships.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost  
*Supports HLC Core Component:* 5b

*Source of funds:* Operating Budget

**Strategy 4.4 Revitalize College spaces**

*Completion Date:* June 30, 2011  
*Responsibility:* Executive Vice Chancellor for Administration, and Vice Chancellor for Information Technology

**Actions:**

- 4.4.1 Create learning environments that meet student needs and expectations.  
*Responsibility:* Presidents, and Deans of Instruction  
*Supports HLC Core Components:* 2b, 4c, 5
- 4.4.2 Design a technology center where students and faculty create a community of shared learning of new technology.  
*Responsibility:* Vice Chancellor for Information Technology, and Assistant Vice Chancellor for Information Technology  
*Supports HLC Core Components:* 4b, 4d
- 4.4.3 Create a learning area for library services that provides the opportunity for shared resources and learning.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost, and Deans of Instruction  
*Supports HLC Core Components:* 4b, 4d

*Source of funds:* Operating Budget and Capital Outlay

**Strategy 4.5**

**Create an institutional structure of change**

*Completion Date:*

December 15, 2009

*Responsibility:*

Vice Chancellor for Human Resources and Special Events

**Actions:**

4.5.1 Foster a working environment in which employees, policies, and practices promote change and reasonable risk.

*Responsibility:* Presidents

*Supports HLC Core Component:* 2a

4.5.2 Create campus-based think tanks with rotating membership that meet to recommend change, generate ideas, solve identified problems and encourage risk.

*Responsibility:* Presidents

*Supports HLC Core Components:* 2a, 2c

4.5.3 Create professional development opportunities that stimulate creativity and innovation.

Suggested topics might include benefits of conflict, stress reduction, creative problem-solving, and coaching and leading a change-oriented team.

*Responsibility:* Vice Chancellor for Human Resources and Special Events

*Supports HLC Core Components:* 2b, 4a, 4b, 4d, 5a, 5c, 5d

*Source of funds:*

Operating Budget

## **Initiative 5: Improve the Use of Physical Assets**

**Overall Responsibility:** Executive Vice Chancellor for Administration

**Supports College Goals:** 1, 2, 6, 7

### **Strategy 5.1 Develop and implement an institutional facilities master plan**

*Completion Date:* June 15, 2010

*Responsibility:* Executive Vice Chancellor for Administration

#### **Actions:**

- 5.1.1 Review and assess pertinent background information, including but not limited to Campus and Site master plans and the findings of the 2000 North Central Association of Colleges and Schools Report.  
*Responsibility:* Assistant Vice Chancellor for Facilities, Assistant Vice Chancellor for Student Services, Assistant Vice Chancellor for Information Technology, and Assistant Vice Chancellor for Academic Services and Vice Provost  
*Supports HLC Core Components:* 1d, 2c, 3c, 5a
- 5.1.2 Review and assess the outcome of the current life cycle model for Campus and District Office plants.  
*Responsibility:* Assistant Vice Chancellor for Facilities  
*Supports HLC Core Components:* 1d, 1e, 2a, 2b, 2c, 2d, 3c, 3d
- 5.1.3 Use enrollment and program planning to forecast amounts and types of space and equipment that will be required.  
*Responsibility:* Deans of Instruction, and Deans of Student Development  
*Supports HLC Core Components:* 1d, 2a, 2c, 2d, 3c, 3d, 5a, 5d
- 5.1.4 Hire outside expertise, as needed, to guide plan development.  
*Responsibility:* Executive Vice Chancellor for Administration  
*Supports HLC Core Components:* 1c, 2b, 2c, 2d, 3c, 3d
- 5.1.5 Establish a means to fund the predictable rate of facilities and equipment depreciation.  
*Responsibility:* Executive Vice Chancellor for Administration  
*Supports HLC Core Components:* 1c, 2b, 2d
- 5.1.6 Establish facilities management principles that align plant development and facilities renovations, purchases and leases with College goals.  
*Responsibility:* Assistant Vice Chancellor for Facilities, Assistant Vice Chancellor for Student Services, and Assistant Vice Chancellor for Academic Services and Vice Provost  
*Supports HLC Core Components:* 2b, 2d, 3c, 3d
- 5.1.7 Develop a list of quantitative and qualitative standards to guide facilities and property development that are sensitive to environmental issues and community impact.  
*Responsibility:* Assistant Vice Chancellor for Facilities, and Presidents  
*Supports HLC Core Components:* 2a, 2b, 2d, 3c, 5d
- 5.1.8 Establish short term and long term facilities goals.  
*Responsibility:* Assistant Vice Chancellor for Facilities  
*Supports HLC Core Components:* 1c, 1d, 1e, 2a, 2b, 2c, 2d, 3c, 3d, 5d
- 5.1.9 Establish measures to assess status and progress.  
*Responsibility:* Executive Vice Chancellor for Administration, and Presidents  
*Supports HLC Core Components:* 1d, 2b, 2c, 2d, 3d, 5d

*Source of funds:* Operating Budget

**Strategy 5.2**

**Develop an instructional facilities model**

*Completion Date:*

June 15, 2009

*Responsibility:*

Provost and Executive Vice Chancellor

**Actions:**

- 5.2.1 Analyze existing College instructional facilities which use alternative learning deliveries.  
*Responsibility:* Deans of Instruction  
*Supports HLC Core Components:* 2a, 3c, 3d, 5a
- 5.2.2 Research and evaluate data from recognized higher education institutions that are leaders in maximizing the use of technology and classroom facilities.  
*Responsibility:* Assistant Vice Chancellor for Information Technology, and Deans of Instruction  
*Supports HLC Core Components:* 2a, 3b, 3c, 3d, 5a
- 5.2.3 Educate the College community on flexible learning spaces and strategies.  
*Responsibility:* Deans of Instruction  
*Supports HLC Core Components:* 2c, 3b, 3c, 3d
- 5.2.4 Develop facilities standards to maximize space and respond to current and future learning styles.  
*Responsibility:* Assistant Vice Chancellor for Facilities, Assistant Vice Chancellor for Information Technology, and Assistant Vice Chancellor for Academic Services and Vice Provost  
*Supports HLC Core Components:* 1c, 2a, 2d, 3b, 3c, 3d, 5c, 5d
- 5.2.5 Redefine and reconfigure existing interior and exterior spaces into formal and informal learning areas.  
*Responsibility:* Deans of Instruction, and Assistant Vice Chancellor for Facilities  
*Supports HLC Core Components:* 2d, 3c
- 5.2.6 Design multi-use learning environments such as a warehouse-type facility with various sized classrooms and storage facilities around the perimeter.  
*Responsibility:* Deans of Instruction, and Assistant Vice Chancellor for Facilities  
*Supports HLC Core Component:* 2d

*Source of funds:*

Operating Budget and Capital Outlay

**Strategy 5.3**

**Integrate environmentally sustainable design and maintenance practices**

*Completion Date:*

December 15, 2009

*Responsibility:*

Executive Vice Chancellor for Administration

**Actions:**

- 5.3.1 Research how sustainability initiatives are being implemented in educational facilities.  
*Responsibility:* Assistant Vice Chancellor for Facilities  
*Supports HLC Core Components:* 2a, 5c
- 5.3.2 Establish sustainability goals (cost benefit analysis is implied in setting goals) for design, construction, renovation and maintenance of physical assets.  
*Responsibility:* Assistant Vice Chancellor for Facilities, and Presidents  
*Supports HLC Core Components:* 1c, 2a, 2b, 2d, 3c, 5c
- 5.3.3 Recommend target funding levels to accomplish sustainability goals.  
*Responsibility:* Assistant Vice Chancellor for Finance  
*Supports HLC Core Components:* 1c, 2a, 2b, 2d, 3c

- 5.3.4 Develop a college-wide strategy which raises awareness and educates the College community on practices that support sustainability.  
*Responsibility:* Deans of Instruction, and Deans of Student Development  
*Supports HLC Core Components:* 2b, 3d

*Source of funds:* Operating Budget and Capital Outlay

**Strategy 5.4                      Develop external partnerships**

*Completion Date:* April 15, 2011  
*Responsibility:* Executive Vice Chancellor for Administration

**Actions:**

- 5.4.1 Identify and assess external community opportunities and constraints impacting College facilities planning.  
*Responsibility:* Assistant Vice Chancellor for Facilities, and Presidents  
*Supports HLC Core Components:* 2a, 2d, 5a, 5b, 5c
- 5.4.2 Create facilities partnerships with local municipalities that respond to identified opportunities and constraints.  
*Responsibility:* Presidents  
*Supports HLC Core Components:* 2b, 2d, 3d, 5a, 5b, 5c, 5d
- 5.4.3 Identify governmental capital improvement projects and opportunities and assess their relevance and impact on College facilities.  
*Responsibility:* Presidents, and the Assistant Vice Chancellor for Finance  
*Supports HLC Core Components:* 2d, 3d, 5a, 5b, 5c, 5d
- 5.4.4 Explore areas of regional population growth and the impact on College facilities.  
*Responsibility:* Presidents  
*Supports HLC Core Components:* 2b, 2d, 5a, 5b, 5c, 5d
- 5.4.5 Explore resource development opportunities from all sources to invest in College facilities.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost, and Presidents  
*Supports HLC Core Components:* 1c, 2b, 2d

*Source of funds:* Operating Budget



## **Initiative 6: Master Technology**

Overall Responsibility: Vice Chancellor for Information Technology

Supports College Goals: 1, 2, 3

### **Strategy 6.1 Improve technology training**

*Completion Date:* July 31, 2009

*Responsibility:* Vice Chancellor for Human Resources and Special Events, and Vice Chancellor for Information Technology

#### **Actions:**

- 6.1.1 Establish minimum technical usage requirements for all employees.  
*Responsibility:* Vice Chancellor for Human Resources and Special Events  
*Supports HLC Core Components:* 2b, 2d
- 6.1.2 Implement training to support usage requirements.  
*Responsibility:* Vice Chancellor for Human Resources and Special Events  
*Supports HLC Core Components:* 2a, 2b, 2d, 4a, 4c
- 6.1.3 Determine and implement methods to tailor training to specific job function.  
*Responsibility:* Vice Chancellor for Human Resources and Special Events  
*Supports HLC Core Components:* 2a, 2b, 2d, 4a, 4c
- 6.1.4 Review, assess and develop “just in time” training (for example, computer based training on demand).  
*Responsibility:* Vice Chancellor for Human Resources and Special Events  
*Supports HLC Core Components:* 2a, 2b, 2d, 4a, 4c
- 6.1.5 Implement a required system for recurring and updated training refreshers.  
*Responsibility:* Vice Chancellor for Human Resources and Special Events  
*Supports HLC Core Components:* 2a, 2b, 2d, 4a, 4c
- 6.1.6 Implement technical training specific to major changes between software versions.  
*Responsibility:* Vice Chancellor for Human Resources and Special Events  
*Supports HLC Core Components:* 2a, 2b, 2d, 4a, 4c
- 6.1.7 Create and implement training standards for technical training that include a conceptual overview, impact of changes, and methods for self-help.  
*Responsibility:* Vice Chancellor for Human Resources and Special Events  
*Supports HLC Core Components:* 2a, 2b, 2d, 4a, 4c

*Source of funds:* Operating Budget

### **Strategy 6.2 Improve use of technology**

*Completion Date:* July 30, 2010

*Responsibility:* Vice Chancellor for Information Technology

#### **Actions:**

- 6.2.1 Enhance continuity between Campus academic needs and Information Technology operations.  
*Responsibility:* Vice Chancellor for Information Technology  
*Supports HLC Core Components:* 3b, 3c, 3d

- 6.2.2 Advance the knowledge of and support for technology solutions.  
*Responsibility:* Vice Chancellor for Information Technology  
*Supports HLC Core Components:* 3b, 3c, 3d
- 6.2.3 Increase access to academic and business technologies, without limitations to Campus or learning location.  
*Responsibility:* Vice Chancellor for Information Technology  
*Supports HLC Core Components:* 3b, 3c, 3d
- 6.2.4 Identify Information Technology innovation and solutions for classroom and business practices.  
*Responsibility:* Vice Chancellor for Information Technology  
*Supports HLC Core Components:* 3b, 3c, 3d
- 6.2.5 Provide access to innovative teaching resources that allow faculty to experiment with new technology, support mentoring and technology demonstrations, and promote the exploration and research of new pedagogies.  
*Responsibility:* Vice Chancellor for Information Technology  
*Supports HLC Core Components:* 3b, 3c, 3d

*Source of funds:* Operating Budget and Capital Outlay

**Strategy 6.3**

**Improve support for technology**

*Completion Date:* December 15, 2009  
*Responsibility:* Vice Chancellor for Human Resources and Special Events, and Vice Chancellor for Information Technology

**Actions:**

- 6.3.1 Identify a system of local technology experts and mentors for each College location.  
*Responsibility:* Vice Chancellor for Human Resources and Special Events  
*Supports HLC Core Component:* 3d
- 6.3.2 Implement a pilot of local technology mentors at each Campus.  
*Responsibility:* Presidents  
*Supports HLC Core Component:* 3d
- 6.3.3 Establish minimum technical support levels for faculty, students, and employees (Service Level Agreements) with response time commitments and out of hours support for faculty and employees.  
*Responsibility:* Assistant Vice Chancellor for Information Technology  
*Supports HLC Core Components:* 3b, 3c, 3d
- 6.3.4 Develop and implement consistent technology standards across the College, with an annual reassessment process that includes classroom levels and software standards for faculty and labs.  
*Responsibility:* Assistant Vice Chancellor for Information Technology  
*Supports HLC Core Components:* 3b, 3c, 3d
- 6.3.5 Implement remote support methods for College technology.  
*Responsibility:* Assistant Vice Chancellor for Information Technology  
*Supports HLC Core Component:* 3d

*Source of funds:* Operating Budget and Capital Outlay

**Strategy 6.4**                      **Improve College communication**

*Completion Date:*                      June 30, 2011  
*Responsibility:*                              Vice Chancellor for Information Technology, and Provost and Executive Vice Chancellor

**Actions:**

- 6.4.1    Research feasibility and pilot virtual meetings for employees.  
*Responsibility:* Assistant Vice Chancellor for Information Technology  
*Supports HLC Core Component:* 1d
- 6.4.2    Implement a virtual meeting system based on pilot results.  
*Responsibility:* Assistant Vice Chancellor for Information Technology  
*Supports HLC Core Component:* 1d
- 6.4.3    Enhance college-wide voice communication features and identify and implement emergency communication methods.  
*Responsibility:* Assistant Vice Chancellor for Information Technology  
*Supports HLC Core Components:* 5a, 5b, 5c
- 6.4.4    Evaluate and implement improvements for remote access to College systems.  
*Responsibility:* Assistant Vice Chancellor for Information Technology  
*Supports HLC Core Component:* 3d
- 6.4.5    Develop consistent class formats and class requirements in order to effectively communicate to students and student support employees.  
*Responsibility:* Assistant Vice Chancellor for Student Services  
*Supports HLC Core Components:* 5a, 5b, 5c

*Source of funds:*                              Operating Budget and Capital Outlay

**Strategy 6.5**                      **Protect information**

*Completion Date:*                      July 30, 2010  
*Responsibility:*                              Vice Chancellor for Information Technology

**Actions:**

- 6.5.1    Implement ways to raise security awareness for faculty, employees, and students through training, advertisements, and a security information repository.  
*Responsibility:* Assistant Vice Chancellor for Information Technology  
*Supports HLC Core Components:* 1d, 1e
- 6.5.2    Implement college-wide business processes to improve the management of documents and records, including different classification levels for records.  
*Responsibility:* Assistant Vice Chancellor for Information Technology  
*Supports HLC Core Components:* 1d, 1e
- 6.5.3    Identify and implement encryption technology for mobile devices.  
*Responsibility:* Assistant Vice Chancellor for Information Technology  
*Supports HLC Core Components:* 1d, 1e
- 6.5.4    Make improvements in the overall Information Technology security infrastructure, including internet accessible servers, and internal server monitoring and management.  
*Responsibility:* Assistant Vice Chancellor for Information Technology  
*Supports HLC Core Components:* 1d, 1e

- 6.5.5 Review and revise business processes for access to information (including granting, modifying, and removing access, in addition to audit procedures).  
*Responsibility:* Assistant Vice Chancellor for Information Technology  
*Supports HLC Core Components:* 1d, 1e

*Source of funds:* Operating Budget and Capital Outlay

**Strategy 6.6**

**Expand access to internal information (Intranet)**

*Completion Date:* December 15, 2009  
*Responsibility:* Vice Chancellor for Information Technology, Assistant Vice Chancellor for Marketing

**Actions:**

- 6.6.1 Identify critical information and services to be provided to internal groups [for example: old catalogs, fact books, College forms, travel and procurement manuals, organization charts, Frequently Asked Questions (FAQs) for new employees, building plans, faculty materials].  
*Responsibility:* Vice Chancellor for Information Technology  
*Supports HLC Core Components:* 5a, 5b, 5c
- 6.6.2 Identify areas on the public Website that should be migrated to internal content.  
*Responsibility:* Assistant Vice Chancellor for Marketing  
*Supports HLC Core Components:* 5a, 5b, 5c
- 6.6.3 Identify and implement the technologies needed to deliver internal information and services to target audiences.  
*Responsibility:* Assistant Vice Chancellor for Marketing  
*Supports HLC Core Components:* 5a, 5b, 5c
- 6.6.4 Develop the policies for content creation and management.  
*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost  
*Supports HLC Core Components:* 5a, 5b, 5c
- 6.6.5 Provide training for content creation and review.  
*Responsibility:* Assistant Vice Chancellor for Marketing  
*Supports HLC Core Components:* 5a, 5b, 5c

*Source of funds:* Operating Budget

## **Initiative 7: Strengthen Administrative Operations**

Overall Responsibility: Executive Vice Chancellor for Administration

Supports College Goals: 1, 2

### **Strategy 7.1 Increase public information about College operations**

*Completion Date:* September 30, 2009

*Responsibility:* Executive Vice Chancellor for Administration

#### **Actions:**

- 7.1.1 Research and identify information needs of constituents.  
*Responsibility:* Assistant Vice Chancellor for Marketing  
*Supports HLC Core Components:* 2c, 5a, 5b, 5c, 5d
- 7.1.2 Develop appropriate reports and deliver via College Website.  
*Responsibility:* Assistant Vice Chancellor for Marketing  
*Supports HLC Core Components:* 2c, 5a, 5b, 5c, 5d
- 7.1.3 Improve public access to Board of Governors information.  
*Responsibility:* Assistant Vice Chancellor for Marketing  
*Supports HLC Core Components:* 2c, 5a, 5b, 5c, 5d
- 7.1.4 Increase information on the College Website for constituents wanting to do business with the College.  
*Responsibility:* Assistant Vice Chancellor for Finance  
*Supports HLC Core Components:* 2c, 5a, 5b, 5c, 5d
- 7.1.5 Create reports that identify College accomplishments including improved College operations.  
*Responsibility:* Executive Vice Chancellor for Administration  
*Supports HLC Core Components:* 1c, 2c, 5a, 5b, 5c, 5d

*Source of funds:* Operating Budget

### **Strategy 7.2 Systematically assess and address College risk and liability**

*Completion Date:* March 31, 2010

*Responsibility:* Assistant Vice Chancellor for Finance

#### **Actions:**

- 7.2.1 Research best practices of risk management and risk assessment.  
*Responsibility:* Assistant Vice Chancellor for Finance, and Assistant Vice Chancellor for Facilities  
*Supports HLC Core Components:* 1e, 2a, 2c
- 7.2.2 Develop college-wide risk assessment tool.  
*Responsibility:* Assistant Vice Chancellor for Finance  
*Supports HLC Core Components:* 1e, 2c

- 7.2.3 Develop departmental self-audit procedures.  
*Responsibility:* Assistant Vice Chancellor for Finance  
*Supports HLC Core Components:* 1e, 2c
- 7.2.4 Expand employee training program on risk and liability.  
*Responsibility:* Vice Chancellor for Human Resources and Special Events  
*Supports HLC Core Components:* 1e, 2c
- 7.2.5 Establish a college-wide asset management system.  
*Responsibility:* Assistant Vice Chancellor for Finance, and Assistant Vice Chancellor for Facilities  
*Supports HLC Core Components:* 1e, 2c
- 7.2.6 Develop automated employee separation process to ensure College property is properly managed.  
*Responsibility:* Vice Chancellor for Human Resources and Special Events  
*Supports HLC Core Components:* 1e, 2c
- 7.2.7 Enhance communication channels for reporting operational concerns or misconduct.  
*Responsibility:* Assistant Vice Chancellor for Finance  
*Supports HLC Core Components:* 1e, 2c

*Source of funds:* Operating Budget

**Strategy 7.3**

**Improve internal operations**

*Completion Date:* March 31, 2011  
*Responsibility:* Executive Vice Chancellor for Administration

**Actions:**

- 7.3.1 Explore automated electronic solutions to College business processes, emphasizing integrated solutions.  
*Responsibility:* Assistant Vice Chancellor for Finance  
*Supports HLC Core Component:* 2c
- 7.3.2 Improve the employee time and leave accounting system through automation.  
*Responsibility:* Assistant Vice Chancellor for Finance  
*Supports HLC Core Component:* 2c
- 7.3.3 Develop a college-wide calendar for regular review of Standard Practice Guides and internal procedures.  
*Responsibility:* Assistant Vice Chancellor  
*Supports HLC Core Component:* 2c
- 7.3.4 Develop employee rewards program to provide incentives for operational improvements.  
*Responsibility:* Vice Chancellor for Human Resources and Special Events  
*Supports HLC Core Components:* 2c, 5d
- 7.3.5 Expand employee training content to emphasize the College’s culture of continuous improvement and data-based decision making.  
*Responsibility:* Vice Chancellor for Human Resources and Special Events  
*Supports HLC Core Component:* 2c
- 7.3.6 Investigate, review, and test a document management system.  
*Responsibility:* Vice Chancellor for Information Technology  
*Supports HLC Core Component:* 2c
- 7.3.7 Standardize college-wide forms, utilize interactive instruction capabilities, and provide access to forms on College Website.  
*Responsibility:* Assistant Vice Chancellor for Finance  
*Supports HLC Core Component:* 2c

*Source of funds:* Operating Budget and Capital Outlay

**Strategy 7.4**

**Expand use of customer feedback tools to improve service delivery**

*Completion Date:*

March 31, 2011

*Responsibility:*

Executive Vice Chancellor for Administration

**Actions:**

7.4.1 Create an inventory of existing customer feedback tools and ensure that the appropriate tools are being used to measure feedback.

*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost

*Supports HLC Core Components:* 2c, 4c, 5a, 5c, 5d

7.4.2 Research and develop internal performance measures for administrative operations.

*Responsibility:* Executive Vice Chancellor for Administration

*Supports HLC Core Components:* 2c, 5d

7.4.3 Expand use of customer feedback tools.

*Responsibility:* Assistant Vice Chancellor for Academic Services and Vice Provost

*Supports HLC Core Components:* 2c, 4c, 5a, 5c, 5d

*Source of funds:*

Operating Budget

**Strategy 7.5**

**Strengthen employee training in operational procedures**

*Completion Date:*

March 31, 2011

*Responsibility:*

Vice Chancellor for Human Resources and Special Events

**Actions:**

7.5.1 Develop a Financial Professional certification program for College employees.

*Responsibility:* Assistant Vice Chancellor for Finance

*Supports HLC Core Components:* 2c, 4d

7.5.2 Develop online employee training programs to provide timely delivery of procedural information.

*Responsibility:* Vice Chancellor for Human Resources and Special Events

*Supports HLC Core Components:* 2c, 4d

7.5.3 Expand employee training programs to ensure that basic regularly utilized College skills are taught.

*Responsibility:* Vice Chancellor for Human Resources and Special Events

*Supports HLC Core Components:* 2c, 4d

7.5.4 Review supervisor and administrator training programs to ensure adequate training in applicable laws and College policies and processes.

*Responsibility:* Vice Chancellor for Human Resources and Special Events

*Supports HLC Core Components:* 2c, 4d

*Source of funds:*

Operating Budget

## **Appendix 1: The Criteria for Accreditation**

Higher Learning Commission (HLC)  
of the North Central Association of Colleges and Schools



## **Criterion 1: Mission and Integrity**

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

- 1a The organization's mission documents are clear and articulate publicly the organization's commitments.
- 1b In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- 1c Understanding of and support for the mission pervade the organization.
- 1d The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.
- 1e The organization upholds and protects its integrity.

## **Criterion 2: Preparing for the Future**

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

- 2a The organization realistically prepares for a future shaped by multiple societal and economic trends.
- 2b The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- 2c The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
- 2d All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

## **Criterion 3: Student Learning and Effective Teaching**

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

- 3a The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- 3b The organization values and supports effective teaching.
- 3c The organization creates effective learning environments.
- 3d The organization's learning resources support student learning and effective teaching.

## **Criterion 4: Acquisition, Discovery, and Application of Knowledge**

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

- 4a The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.
- 4b The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- 4c The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
- 4d The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

## **Criterion 5: Engagement and Service**

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

- 5a The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- 5b The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- 5c The organization demonstrates its responsiveness to those constituencies that depend on it for service.
- 5d Internal and external constituencies value the services the organization provides.

## **Appendix 2: Glossary**

## Glossary

**Banner™** *A collegiate administration software suite, produced by SunGard Higher Education.*

**Criteria for accreditation** *The required attributes of an organization accredited by the Higher Learning Commission (HLC) of the North Central Association (NCA) of Colleges and Schools.*

**Developmental Education** *A program designed to provide basic skills (pre-collegiate) in mathematics, reading, writing and English as a second language.*

**Document management system** *A computer system that safeguards the acquisition, storage, utilization, and removal and destruction of sensitive personal and College information.*

**Dual enrollment** *A program enabling high school students to earn college-level credits for College courses offered at the high school, while also satisfying high school requirements.*

**Encryption technologies** *The methods that modify electronic data so that it can only be viewed by authorized personnel.*

**English as a second language (ESL)** *A series of courses that provide instruction for non-native English speakers in learning English.*

**For-credit internship** *An internship in which students earn credit while participating in relevant work experience at an approved site.*

**Information Bank** *An online resource containing reports and other information relating to a specific topic.*

**Intranet** *A collection of computer resources which are restricted to internal users, comparable to the external Internet.*

**Institutional Student Information Record (ISIR)** *An electronic document that summarizes the information included in a student's Free Application for Federal Student Aid.*

**K-12** *A term covering education from Kindergarten through to the 12<sup>th</sup> grade.*

**Learning spaces** *An educational environment where people congregate, independent of time and space. They are designed to foster student engagement, advance teaching and learning, promote the effective use of technology and support experimentation, exploration and creativity to build a community of learners.*

**Non-credit course** *A course that does not carry any college credit such as personal activity classes or training classes.*

**Non-traditional student** *A student who did not enter the College immediately following graduation from high school.*

**North Central Accreditation (NCA)** *One of six regional accrediting agencies approved by the U.S. Department of Education. NCA is a non-governmental, voluntary organization that accredits 8,500 public and private schools and districts, including Arizona.*

**P-20** *A term covering education from preschool through post-graduate work (or the 20<sup>th</sup> grade).*

**Pedagogies** *The art or science of teaching and instructional methods.*

**Perkins (Carl D. Perkins Career and Technical Education Act of 1998, reauthorized 2006)**

*A federally funded initiative for secondary and postsecondary institutions to support students in developing the academic and technical skills needed to succeed in a knowledge- and skills-based economy. Perkins supports career and technical education.*

**Pima County Joint Technological Educational District (JTED)** *A voter approved initiative for the delivery of premier career and technical education programs.*

**Push technologies** *An electronic communication protocol where information is automatically delivered to the recipient based on their role or other criteria.*

**Shared responsibility model** *An approach in which the responsibility for meeting a specified goal is met by the collaborative effort of a group of different organizations, departments or individuals.*

**Standard Practice Guide (SPG)** *A document that describes the process for implementing different College approved regulations, and gives direction to those who conduct activities under said regulations.*

**Student record holds** *The electronic holds that can be placed on a student’s record within Banner™, pending an action by the student.*

**Sustainable design** *A design philosophy that seeks to maximize the quality of the built environment while minimizing or eliminating negative impact to the natural environment. McLennan, J. F. (2004). *The Philosophy of Sustainable Design*, Bainbridge Island, WA: Ecotone Publishing Company LLC.*

**Tech Prep** *A vocational program that enables students to earn vocational credits that are articulated with the College’s occupational programs.*

**Virtual meeting system** *A system using real-time video and audio streaming over the Internet, permitting “face-to-face” meetings to be carried out when participants are at different locations.*

**Workflow™** *A software product associated with Banner™ that automates activities and supports consistent organizational procedures. Workflow™ is produced by SunGard Higher Education.*