



PimaCommunityCollege

College Plan 2004-2006

Final Report

Board of Governors Meeting

May 10, 2006

College Plan 2004-2006 Final Report (May 2006)

This report documents activities accomplished during implementation of the College Plan 2004-2006.

Administrators responsible for implementing College Plan initiatives submitted progress reports to Planning and Institutional Research. The contents of this report include descriptions of a wide variety of activities from throughout the College. Descriptions may be simple notations of a single event or details and examples of numerous, complex activities accomplished as College employees worked to complete actions and strategies.

Each Action and Strategy contains a statement of whether the item is completed, on-going, or has been moved to the next planning cycle. In some cases, actions were modified as they were implemented; these are also noted. On-going may refer to actions that are incomplete for several reasons (e.g., events known would take longer than one planning cycle, sequenced events that could not be finished in the proposed timeline, unforeseen events, etc.)

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Status of College Plan Actions

Initiative	Strategies	Actions	Moved to new plan	Adjusted Total Actions	Completed	Percent Complete
1. Improve Transfer and Workforce	9	53		53	49	92%
2. Establish a Dev Ed Program	9	37	23	14	14	///
3. Improve College Processes	4	18		18	16	89%
4. Enhance Enrollment Management	5	44	1	43	40	93%
5. Develop Our Human Capital	6	32		32	32	100%
6. Expand Technology	4	23		23	22	96%
7. Enhance Government and External Relations	4	17		17	17	100%
TOTAL	41	224	24	200	190	95%

Planning Initiatives

Initiative 1 Improve Transfer and Workforce Instructional Curricula and Support Programs

Overall Responsibility: Provost

Pima Community College is dedicated to engaging the community and preparing students for the future. Transfer and Workforce instruction, and related educational support programs and partnerships, are the heart of the institution and must be regularly reviewed and revitalized.

Strategy 1.1 Ensure the viability of the College's general education and transfer offerings, certificates, and degrees. **Complete.**

Completion Date: April 30, 2005

Responsibility: Campus Presidents, Assistant Vice Chancellor of Academic Services, Deans of Instruction, Division Deans, and Director of Curriculum and Articulation Services

Actions:

1. Appraise current general education requirements for certificates and degrees.
 - COMPLETE
 - Each program undergoing Program Review reviews their general education requirements and that has been done for more than 20 programs since 2004.

- The District Curriculum Office has reviewed all Pima programs for compliance with College, Statewide, and North Central Association policies on the content and scope of general education requirements. All Pima programs are in compliance with these requirements.
- The General Education Committee reviewed the Occupational General Education Requirements with the College's CDACs and have been confirmed by the PCC General Education Committee.

2. Review and revise courses included on Arizona General Education Curriculum (AGEC) list.

- COMPLETE
- The General Education Committee has eliminated courses not offered and not run from the General Education list, AGEC and Occupational lists.
- All AGEC courses offered at Pima meet state transfer requirements and are revised on the basis of discussions in statewide Articulation Task Forces (ATFs).
- Pima participation in statewide ATFs is particularly strong. More than 90 faculty members are regular participants. Five Pima faculty chaired a Task Force. Four ATF meetings were hosted by Pima this year
- The AGEC and Occupational lists have been stabilized. In the last two years, only two new courses have been added and more ten have been reviewed and denied acceptance. Both new courses are language courses which have been added to AGEC language option.

3. Regularly inform advising and counseling coordinators of changes to general education requirement.

- COMPLETE
- The Director of Curriculum and Articulation Services held Advisor and Counselor Update sessions at which changes to the Arizona General Education Curriculum and the occupational program general education requirements are detailed and discussed.
- As general education requirements are changed, the online catalog is updated and counselors and advisors are informed.
- Counseling and advising have representatives on the College-wide General Education Standing Committee. These representatives serve as liaisons to the counseling and advising college-wide CDAC and are voting members on the General Education Committee.
- PCC has representation at the Statewide General Education Articulation Task Force that act as a communication link with the PCC advisors and counselors on statewide general education issues.

- PCC has an Ombudsperson team who meet quarterly to discuss general education issues that students encounter and ways to improve the processes and requirements.

4. Sustain and expand current faculty and administrative communication with Arizona’s three public universities to identify future developments in higher education curricula.

- COMPLETE
- The AVC of Academic Services serves on the University of Arizona University Wide General Education Committee and serves as communication liaison.
- The Director of Curriculum and Articulation Services serves on the Arizona Transfer Articulation Task Force Committee and supports the statewide 38 faculty articulation task force (ATF) efforts and manages the course equivalency guide process for the College.
- The AVC of Academic Services serves on the Academic Program Articulation Task Force, the articulation policy setting committee for the state.
- The Chancellor and the University of Arizona President hold forum breakfast meetings and set goals and objectives on an annual basis. This includes course articulation and program articulation like Raytheon Scholars and the Joint Enrollment and Admissions program.
- The AVC for Academic Services has served on the UA Math Core Team which will result in a closer alignment of mathematics and better services to the UA students who need to attend PCC for math remediation. For example, it is anticipated that PCC will offer over 30 sections of MAT 122 on the UA campus in Fall 06.

5. Ensure completeability of programs in the day, as well as evening and weekend, through the development of a Master Schedule that meets the needs of the community.

- COMPLETE
- All Pima programs that award a certificate or degree have now submitted Completeability Plans to the District Curriculum Office. Campus Deans of Instruction are responsible for assuring that courses are available, without threat of cancellation, for students to complete degrees and certificates.
- ClassTracks software has been installed, loaded, and is now available for Master Schedule Planning on a campus and district level. Class Tracks is currently available to assist in planning the Spring 2006 Master Schedule. Training for all department chairs is scheduled in Fall 06.

6. Track student retention.

- COMPLETE
- Student retention has been tracked through the Early Academic Program with Follow up with students to provide earl intervention strategies to enroll in school.
- Program Review examines student retention in programs and includes a requirement for reporting on specific strategies for improving retention.
- The Planning and Institutional Research Office tracks retention of developmental education students through the New To Higher Education cohort research project.
- Various retention studies of students who have transferred to Arizona universities are taking place to assure that these students are prepared to successfully compete with native university students once they attain their educational goal at Pima. Both institutional data and data from the statewide database ASSIST are used in these studies. These studies were done in Business, Accounting, Mathematics, Chemistry, Biology, and AGECE and degree completers overall. The general AGECE and degree completer data is vary encouraging as PCC students are competing with the UA native students at the junior level and graduating at similar rates.
- Still in need of attention in this area are more defined, consistent definitions of retention to allow for more effective comparison and analysis to occur. In addition, more work is needed in defining data gathering and collection protocols. Both of these issues will receive heightened attention in the 2006-2007 academic year.

Strategy 1.2 Strengthen the relevancy, currency, and effectiveness of workforce and business development programs. **Complete.**

Completion Date: April 30, 2005

Responsibility: Campus Presidents, Assistant Vice Chancellor of Academic Services, Deans of Instruction

Actions:

1. Inventory current program offerings.

- COMPLETE
- As part of Program Review, all program offerings have been reviewed for currency, and labor needs were reviewed.
- Current program offerings have been inventoried. At the time of this writing, 22 credit certificate and degree programs are offered at Pima since the inception of the College Plan.

2. Collaborate with business partners to assess relevancy and currency of programs

- COMPLETE
- Pima's Program Review process includes convening External Review Panels for each program under review. Twelve such panels were convened during the Cycle 2 program review process this year.. These panels are provided with program curriculum information, intended program outcomes, labor market data and other program information. Input is sought on the quality of teaching and learning, the preparedness of graduates to enter the workforce, and suggestions for improvement in content and delivery. Information from External Review panels are forwarded to program faculty for consideration in developing the program's action plan for quality improvements.
- All occupational programs at Pima are required to have Program Advisory Committees. At present, all Pima occupational programs are in compliance with this requirement. A total of 90 Advisory Committee meetings occurred during 2004-2006. Additional work is needed to maximize the value of these committees.
- The Director of Curriculum and Articulation Services worked with the University of Arizona South to develop a two plus two for Elementary Education, developed 2+2 with Troy University to be offered at the Downtown Campus, and creating an online 3+1 with North Central University (Prescott, Arizona).
- PCC took a leadership role in the planning for a Pima County Joint Technological Education District (JTED). At least 8 K-12 districts in Pima County will be taking the measure to their voters in November 2006.
- PCC has taken a leadership role in directing efforts with the Pima County Workforce Investment Board (WIB). A Campus President serves as a member of the WIB and the campus hosts the monthly meetings of the WIB Planning Committee. The WIB Planning Committee includes representatives Business partnerships and collaborative efforts are also being addressed through the expansion of opportunities for service learning and internships for students. To date, a total of 903 contacts have been made with area business and industry representatives resulting in a variety of collaborative projects intended to support student learning outside the classroom. Between Fall 04 and Spring 06, 153 more

placements have occurred through designated internship courses. A total of 709 enrollments in these courses occurred during this time period. While these numbers are encouraging, great opportunities for growth still exist and will be the target of renewed activity in academic year 2006-2007.

3. Determine effectiveness of programs as they relate to labor.

- COMPLETE
- The effectiveness of Pima occupational programs is evaluated through Program Review processes and advisory committees (described above). Labor market information is supplied for each program undergoing program review.
- The College's Curriculum Office in conjunction with the Planning and Institutional Research Office review labor market information for new program opportunities monthly.
- Currently underway is a project to improve the effectiveness of the College's graduate and employer surveys. A proposed design is under consideration and this project will be ready for implementation by October, 2006.

4. Modify degrees based on advisory committee recommendations.

- COMPLETE
- The College Curriculum Council recommended over 1300 improvements to curriculum during 05-06. All were recommended by the Provost to be reviewed and approved by the Board of Governors. The recommendations approved included:

Courses

141 New Courses
426 Inactive Courses
714 Course Modifications
18 Course Reactivations
10 New Topic Courses
1309 Course Transactions

Programs

6 New Programs including:
Hotel and Restaurant Management Certificate for Direct Employment

Fundamentals of Hotel/Resort Operations
Fundamentals of Restaurant Operations
ECE Endorsement for Teachers Pre-K through K Advanced Certificate for Direct Employment
Teacher, Director, and Paraprofessional
Veterinary Practice Assistant
14 New Workforce Programs

5. Inactivate and eliminate irrelevant programs.

- COMPLETE
- Thirty-two certificate and degree programs have been inactivated between Fall 2004 and April 2005. In addition, the Curriculum Office has identified more than 600 courses that have not run in the past three years. These courses were submitted to the Curriculum Council for either inactivation or request for continuance. A policy for inactivation is also under consideration that would require a course to attract a minimum amount of enrollment in two years for continuance in the College's course bank. Course that do not meet this requirement will either be inactivated or extended based on program completeability rules or special academic circumstances. If approved, this practice will assist the College in managing an ever burgeoning course bank and support enrollment management efforts in scheduling.
- The Program Review process resulted in modifications to courses and program options that were no longer needed in 15 programs during 2004-06.

6. Sustain effective programs.

- COMPLETE
- The College's Program Review process has undergone significant revision and improvement which are described in Strategy 1.7.
- Since the inception of the College Plan, 24 programs have completed Program Review and 10 more are currently in the process. This is in compliance with the College's regular cycle of Program Review.
- Seven new "Innovative Funds" programs have been added to the College's offerings.
- 301 Fund dollars and College funds have been used to explore additional offerings including Ophthalmic Dispensing, Clinical Research Laboratory Technology, and Biomedical Technology.

7. Create new programs.

- COMPLETE
- Since the inception of the College Plan, 22 new programs have been added to the College's official program list. In 2005-06, the following new programs were added:
Hotel and Restaurant Management Certificate for Direct Employment
Fundamentals of Hotel/Resort Operations
Fundamentals of Restaurant Operations
ECE Endorsement for Teachers Pre-K through K Advanced Certificate for Direct Employment
Teacher, Director, and Paraprofessional
- The process for creating new programs is currently under review and, if approved, will reduce the time needed for new program approval by approximately 10 weeks.
- Distributed Innovated Credit Proposals funds \$102,000 to create new programs: Health Information Technology Program, Diagnostic Medical Sonography Program, and Encuentros: New Directions for Credit-Bearing Language Classes, Pharmacy Technology Online, Weekend Writing Workshops and Therapeutic Massage Certificate. Visual and Performing Arts-Dance. Health Information Technology Certificate.

8. Insure completeability of programs in the day, as well as evening and weekend, through the creation of a Master Schedule that meets the needs of our community.

- COMPLETE
- The AVC of Academic Services maintains through the Curriculum Office a completeability chart for each program that details whether the program is completeable evening or weekend, day only, or both. The PCC Catalog displays by each course the semester the course is completeable and whether the program is completeable day only, evening and weekend, or both.

9. Track student retention.

- COMPLETE
- The College's Planning and Institutional Research Office tracks student retention by course and program. This includes retention within a course (from the first day to end of the semester, retention of students and between semester to semester (fall to spring, for example, and retention to graduation.
- Student retention is tracked in several contexts. Program Review examines student retention in programs and includes a requirement for reporting on specific strategies for improving retention. The Institutional Research Office tracks retention of developmental education students through the New To

Higher Education cohort research project. Finally, various retention studies of students who have transferred to Arizona universities are taking place to assure that these students are prepared to successfully compete with native university students once they attain their educational goal at Pima. Both institutional data and data from the statewide database ASSIST are used in these studies.

- Still in need of attention in this area are more defined, consistent definitions of retention to allow for more effective comparison and analysis to occur. In addition, more work is needed in defining data gathering and collection protocols. Both of these issues will receive heightened attention in the 2006-2007 academic year.

Strategy 1.3 Renew and stabilize the athletic program. ***Complete.***

Completion Date: December 15, 2004

Responsibility: Assistant Vice Chancellor of Student Services

Actions:

1. Wrote a new athletic mission statement.

- COMPLETE
- Approved by BOG BP-1601 on 05/12/04

2. Developed a new funding model.

- COMPLETE
- Student fee assessed beginning Fall 2004

3. The Chancellor will meet with all coaches to reinforce the new athletic mission.

- COMPLETE
- Summer 2004

4. Tracked all student athletes.

- COMPLETE
- Director of Athletics has developed a tracking system.

5. Developed annual reporting of activities.

- COMPLETE
- Director of Athletics has been developing a variety of reports for athletics.
- Reports including: weekly activities update, Athletic Director for academics.

Strategy 1.4 Strengthen and improve existing educational partnerships, internships, and service learning activities and create new ones. **Complete.**

Completion Date: April 30, 2006

Responsibility: Campus Presidents, Assistant Vice Chancellor of Academic Services, Assistant Vice Chancellor of Student Services, Deans of Instruction, Deans of Student Development

Actions:

1. Evaluated relevancy, currency and effectiveness of partnerships, intern-ships, and service learning activities.
 - COMPLETE
 - Focused on partnerships with employers and agencies, including Chamber of Commerce, La Paloma, Brewster Center, National Association of Women Business Owners, YWCA, Tucson Urban League, Department of Economic Security, Catholic Social Services, and Job Corps.
 - Grants obtained with ASU, ASUE, United Way (TUSD, Pima County Schools, SAEYC, Head Start), Intel.
 - Partnerships formed with Douglas College, British Columbia. TecMilenio and Instituto Tecnológico de Sonora (ITSON).
 - Civic Learning Expo held bringing together community agencies, faculty, divisions, student development, and student government on campus to educate regarding service learning and to make connections among the stakeholders.

- Raytheon Scholars program has provided internships for engineering students.
- AVC of Academic Services and staff have developed and managed a database of business and industry referrals, new partners and renewal dates.

2. Meet with faculty, educational partners, business partners, and program managers on a regular basis.

- COMPLETE
- Creation of articulation agreements with area High Schools for concurrent enrollment which has been beneficial for high school recruitment.
- Teacher workshops conducted at Pima for local K-12 teachers.
- PCC partnered with Job path on a proposal to DOL: The Biotechnology Career Ladder.
- PCC partnered with UA Lunar and Planetary Sciences to NSF: Undergraduate experiences on Phoenix Mars Lander project.
- College became members of Civic Learning Initiative.
- College implemented the Program for Joint Admission and Enrollment with the UA. PCC/UA Transfer Coordinating Committee continues to strengthen transfer opportunities for students including UA and PCC advisors and counselors transfer updates. College provided physical space and support services for UA and NAU recruiters too talk to students on West Campus.
- PCC and TUSD collaborated to house the APS Program (Accessing Postsecondary Education) for TUSD special needs students.
- PCC meets with faculty, educational partners, business partners, and program managers on a regular basis. The AVC of Academic Services and staff have established the following:
 - a. Monthly meetings with Tucson Urban League.
 - b. Monthly meetings with National Association of Women Business Owners.
 - c. Monthly meetings with Chamber of Commerce Business and Education Committee.
 - d. Member Homebuilders Institute and Southern Arizona Homebuilders Association committee.
 - e. Monthly meetings with College service learning committee.
 - f. Participation in program reviews.
 - g. Participation in feasibility studies.
 - h. Participation in advisory boards.
 - i. Updating faculty and administrators of time frames for renewals.

- j. Coordination with faculty to sponsor open houses in which students can arrange internships with employers and agencies.
- k. Presentation of professional development workshops or individual contact in addition to materials to several hundred staff and faculty concerning job shadowing, internships, and service learning.

3. Identify necessary improvements to strengthen existing.

- COMPLETE
- PCC currently offers non credit workshops at the Northwest Medical Center for hospital managers and supervisors.
- PCC established relationships with 10 eastside area Home Owner Associations by sending letters and packets offering speakers to attend their HOA meetings.
- PCC worked with World Care to provide supplies for Katrina survivors.
- The College is offering Spanish for the Elementary Classroom Teacher/.Teacher's Aids, SPA 126. (In
- The AVC of Academic Services and staff have made the following improvements:
 - a. Presentation of internship/co-op/clinical manual to faculty and administrators.
 - b. Provision of brochures and posters to appropriate personnel at each campus.
 - c. Referral of internship requests to appropriate faculty with notification to Division Dean and Department Chair with required response from faculty.
 - d. Enhancement of database with addition of new agreements and renewal letters.
 - e. Presentation of internship, clinical, co-op, and service learning opportunities on College website.
 - f. Provision of College workshops on a quarterly basis regarding internships, co-ops, clinical training, and service learning.

4. Create new outreach and internship opportunities with a special emphasis on wellness and health-related areas.

- COMPLETE
- Campus Health & Wellness Fair creates new outreach opportunities with educational partnerships with a special emphasis on wellness and health-related areas.
- College created co-op positions for Histotechnology Program (HTP) students at local hospitals, UA, Ventana Medical Systems.
- College created co-op positions for Biotechnology students at BIO5 and TGen.

- Explored collaborations with: University of Arizona Research Park; Pima Council on Aging; Park Place Mall; El Con Mall; City of Tucson Clements Center and Udall Park; Pima County One Stop; small business owners adjacent to the NEC; Al Marah Arabian Horse Ranch; El Tour De Tucson- Wellness Conference; American Cancer Society; Prostrate Cancer Society; League of Women Voters; American Association of Retired Persons; Houghton Corridor Planning Committee; Groves-Lincoln Park Association; Kitt Peak Observatory; Tucson Pima Arts Council; Mexican American Research Center; Arizona Mexico Commission; Border Learning Conference; Center for Latin American Studies; Instituto Tecnologico de Sonora; International Business College of Denmark; Monroe Community College of New York; Cuyahoga Community College of Ohio; English Unlimited Institute of San Luis, Potosi; U.S. Army; La Guardia Community College – Middle School; Consortium for North American Higher Education Collaboration; Community College for International Development; National Institute for Staff and Organizational Development; Joint Technical Education District; Tanque Verde Unified School District and Leadership Planning Advisory Committee.
- The AVC of Academic Services and staff have:
 - a. Created of new clinical agreement.
 - b. Presented at and coordinated with local hospitals, clinics, and physician offices of new clinical agreement.
 - c. Developed a partnership with National Association of Women Business Owners (NAWBO) with over 300 members, who are business owners and supervisors.
 - d. Created a partnership with Brewster Center Domestic Abuse Shelter. Projects have included service learning projects as coordinated with College faculty and scheduling of professional development provided by Brewster Center staff for College counselors, faculty, and staff.
 - e. Created a partnership with Tucson Urban League to include membership on some of their committees, provision of internships, creation of service learning projects, development of new programs, registration of their clients in College programs, and advising of their high school students.
 - f. Developed a partnership with Tucson Job Corps to develop student referrals and enrollments in College in addition to various promotional activities.
 - g. Recruited employers and agencies from their participation in other College activities, such as program reviews and advisory boards.
 - h. Coordinated employment workshop yearly with NAWBO for students and potential students which assists over 250 clients and students to gain valuable employment skills with over 50 volunteers from businesses and agencies assisting with the event. This has been selected as a winner of the

Crystal Apple Award from the Business and Education Roundtable which includes an award of \$1000 to assist with future workshops.

- i. Developed coordination with Department of Economic Security in presenting employment workshops for their clients and other community members. This has included job fairs, employment workshops, and high school career fairs.
- j. Coordinated and managed the service learning expo with over forty social service agencies participating and all College faculty and students.
- k. Provided to the Chamber or Commerce information for high school students about the value of a college education and what Pima Community College has to offer.

Strategy 1.5 Determine the effectiveness of instructional outcomes measurements including, but not limited to, classroom assessment and basic skills assessment.
Complete.

Completion Date: April 30, 2006

Responsibility: Assistant Vice Chancellor of Academic Services, Deans of Instruction

Actions:

1. Inventory current outcomes measurements.

- COMPLETE
- Using the Study Behavior Inventory in all sections of REA 091 (ongoing). This represents collaboration between REA 091 Instructors and students, the Learning Center and Counselors (ongoing).
- Counselor/Advisor classroom visits to developmental education classrooms (ongoing).
- As a part of the Program Review process for programs, various assessments of student outcomes were reviewed. These included such items as the pass rate on National Registry Testing for the EMT program and the pass rate on the State of Arizona examination for Certified Veterinary Technologists.
- Developed rubric for writing courses Faculty and staff participated in the College's Assessment Committee.

- The Science and Communication Arts faculty have been actively participating in several district-wide assessment projects including a district-wide final exam in MAT 092, assessment of all WRT 070 and 100 students and an institutional research directed study of all REA students. In the past three years several of the programs in the ITE division have benchmarked other successful programs nation-wide and are now being benchmarked by programs both nationally and internationally.
- Seven College representatives attended Higher Learning Commission Student Outcomes Assessment Workshop in Chicago in October 2006.
- The Academic Assessment Committee drafted a framework for Student Learning Outcomes at the institution, program and course levels. The plan being presented to the Provost and Chancellor will utilize the established Program Review process to perform this inventory and to link the findings back into programmatic, curricular and service improvement.
- The AVC of Academic Services through the use of assessment coordinators and the Planning and Institutional Research office have accumulated classroom assessment.

2. Benchmark other institutions' measurements.

- COMPLETE
- Faculty from six disciplines applied a Washington State University critical thinking rubric to help identify classroom readings, practices and assessments that support student learning of critical thinking processes. A second, expanded survey will query a larger sampling of faculty in a wider variety of disciplines.
- Attended the Association for Achievement and Improvement through Assessment (AAIA) Conference on what new technologies are being used and information on how governing boards are assessing their schools and Instructions and what their follow up strategies are in the United Kingdom.
- ESL CDAC will be developing exit criteria for the program (in process)

3. Identify effective outcomes measurements.

- COMPLETE
- Track student persistence and grades in the sequence of courses in all related disciplines.
- ESL CDAC will be developing exit criteria for the program this semester.
- Created Action Plan for Writing Program Review (in process).
- ESL CDAC will be developing criteria for the program (in process).

- The Academic Assessment Standing Committee has recommended four college-wide student learning outcomes to the Chancellor. These four student learning outcomes will be linked to program student learning outcomes for each occupational and transfer degree program.

4. Pilot outcomes measurements.

- COMPLETE
- Track student persistence and grades in the sequence of courses in all related disciplines.
- ESL CDAC will be developing exit criteria for the program this semester.
- The Academic Assessment Standing Committee will pilot the collection of student learning outcomes with at least one program during the Fall 06. The outcomes will be measured using direct and indirect measurements.

5. Institutionalize effective outcomes measurements.

- COMPLETE
- The Academic Assessment Standing Committee plans to institutionalize student learning outcomes through on-going training for classroom assessments, utilizing the established program review process to collect assessment efforts and provide feedback into programmatic improvements, and justifying curricular changes by identifying the program student learning outcomes associated with change in curriculum.
- The College will continue to use the Educational Testing Services general education outcomes test for each graduate.

Strategy 1.6 Review existing service programs for their currency, relevancy, and effectiveness. ***Complete and on-going.***

Completion Date: September 15, 2005

Responsibility: Assistant Vice Chancellor of Academic Services, Assistant Vice Chancellor of Student Services, Deans of Instruction, Deans of Student Development

Actions:

1. Explore the centralization of purchasing and requests for better accounting purposes to assure equal access/resources at each campus library.

- COMPLETE
- Expanded evening and weekend tutoring services by the East Campus Learning Center and extended tutoring services to NEC and SEC.
- Reconfiguring the physical layout enable us to increase disciplines being tutored, accommodate a larger number of students; expand our hours of service and provide better efficiency.
- Established a website for college wide learning centers.
- Restructured and expanded the sign language lab.
- The Alternative Learning Center (ALC) program was re-evaluated and restructured and as a result has removed several unsuccessful REA classes, limited MAT and WRT developmental education students to no more than two modules during their initial enrollment, added the Hawkes learning software to the MAT classes, and instituted tighter focus and controls on the differing roles of tutors, student aides and instructors. during the 2005 Fall semester, there was more instructional faculty who participated in advising and orientation sessions for new students and/or taught STU 100 workshops.
- The request and purchasing of library materials have been centralized through the district Library Technical Services Office.

2. Establish funding sources to maintain and sustain library collections and library materials for the creation of new material.

- COMPLETE
- The college-wide library budget has been allocated an additional \$109,000 annually since 2004. This allocation is ongoing. In addition, for new workforce related program, 301 dollars have been allocated for library acquisitions.
- Through Title V, evaluated library resources needs for developmental education disciplines.
- Established developmental education repository and increased collection of reading, writing, mathematics, ESL and student development from 164 to 573 books, periodicals, and videos.

3. Evaluate the impact of smaller library staff sizes on programs and services located at the three smallest campuses.

- COMPLETE
- The library budget has proportioned based on the student population and the number of programs. As new programs are added, 301 dollars are used to assist that specific program in adding to library collection needs of the program on the campus of the program. Also, many library acquisitions are online and can be used by any library given smaller libraries equal access to many materials. This issue is annually studied by Library Resources Council.

4. Evaluate the relevancy, currency, and effectiveness of existing programs and the use of instructional technology for library services.

- ON-GOING
- The Library Resources Council will be piloting a program review process to evaluate how effective the libraries are in serving its clientele and its existing processes and programs. During the last year, the number of electronic books (e-books) have increased greatly. The Higher Learning Commission provided the College authority to offer online degrees with one of its criteria the use of technology to deliver library services. This approval was given in February, 2006.

5. Evaluate the relevancy, currency, and effectiveness of existing learning centers.

- COMPLETE
- Three hour tutor training workshops were conducted in August, 2004. Emphasis on best practices and strategies tutors can employ when working with students. Focus on improving tutoring skills to help developmental students.

6. Identify necessary improvements for existing learning.

- COMPLETE
- The AVC of Academic Services and staff evaluated current system used by Learning Centers to track tutoring instructional support programs.
- The College purchased Tutor Trac to improve tracking and reporting of tutoring and instructional support services at five campus learning centers. The system was set-up and training of learning center staff occurred. The system was implemented in March 2006.

- The AVC of Academic Services and staff also implemented case management pilot on two campuses in January 2006; trained student support staff on use of Banner for establishing and tracking cohort groups; established developmental education learning communities at two campuses to serve as models college wide; established rubrics with Writing faculty for consistency in grading for all writing classes; and trained faculty on use of Audience Response Systems to increase student participation and improve learning. ARS to be installed in three classrooms at five campuses during Spring 2006.

7. Identify professional training needs for learning center directors, staff, and tutors in order to provide improved learning assistance to students.

- COMPLETE AND ON-GOING
- Send learning center director to national tutoring conference to explore best practices.
- Improved professional training for tutors.

8. Assess the current relationships between service programs and faculty.

- ON-GOING
- Survey faculty regarding the quality of learning center activities.
- Provided faculty liaisons to the learning center in order to enhance discipline services.

Strategy 1.7 Streamline the curriculum and program review processes. **Complete.**

Completion Date: April 30, 2005

Responsibility: Campus Presidents, Assistant Vice Chancellor of Academic Services, Deans of Instruction

Actions:

1. Review current processes.

- COMPLETE

- The Alternative Learning Center (ALC) program was re-evaluated and restructured and as a result has removed several unsuccessful REA classes, limited MAT and WRT developmental education students to no more than two modules during their initial enrollment, added the Hawkes learning software to the MAT classes, and instituted tighter focus and controls on the differing roles of tutors, student aides and instructors. During the 2005 Fall semester, there were more instructional faculty who participated in advising and orientation sessions for new students and/or taught STU 100 workshops.
- All curriculum and program review processes have been reviewed.

2. Identify critical issues.

- COMPLETE
- The amount of time required for program approval has been reduced by approximately 10 weeks.
- The Curriculum Office has identified 700 courses that have attracted fewer than 50 enrollments in the past two years. The Curriculum Office regularly notifies the campuses of courses that have not run in three years. Campuses must submit these courses for inactivation or update or modify the course for continuance. The process for modification or update did not include a justification for continuing to maintain a course that did not have a history of enrollments. While this policy has served its purpose in the past, the current course bank contains over 5000 courses and continues to grow without a strong strategic focus. A proposal is currently under review which would place a minimum enrollment requirement within a two-year period to sustain a course in the course bank. This proposal would require a course to attract a minimum amount of enrollment in two years for continuance in the College's course bank. Courses that do not meet this requirement will either be inactivated or extended based on program completeability rules or special academic circumstances. If approved, this practice will assist the College in managing an ever burgeoning course bank and support enrollment management efforts in scheduling.
- The College's Program Review process has undergone significant changes that have streamlined the process, strengthened the focus on academic quality, and tied results to quality improvements through the College's budgeting process. Key changes have included:
 - Stronger and earlier role for the campus' Deans of Instruction
 - Streamlined data provisions to focus only on elements that have a meaningful impact on program quality
 - Strengthened "critical questions" used in the self-study process
 - Inclusion of program outcomes, as required by the North Central Association
 - Increased emphasis on student academic achievement

- Elimination of repetitive review processes at the senior administration level that lengthened the process and served no quality improvement purpose
- Strengthened the training element for those faculty participating in Program Review
- The External Review Panel process has been streamlined and placed on a timeline that enables programs to use information gathered from external constituents in their initial Self-Study and Program Action Plans.

The revised Program Review process has been through one complete cycle which involved twelve programs and is currently in place for Cycle Three programs. Revisions have been met with a positive response by both faculty and administrators. Based on what was learned in implementing Cycle One and Two reviews, minor adjustments continue to be made to the process. One important component of Program Review that remains in need of attention is the ability to capture program intent of students on a regular and consistent basis. Until this issue is resolved, the College will not be able to accurately define program enrollment, perhaps the most significant factor in the Program Review process. An Intent Work Group lead by the Dean of Instruction of the East Campus is devising a plan to capture student intent more effectively and to utilize CAPP, the degree audit system, to better provide program review information.

3. Survey internal and external participants.

- COMPLETE
- Faculty and administrative participants in Program Review have participated in numerous discussions of the revised Program Review process.
- The Deputy Executive Committee has reviewed the program review process during 2006.
- External participants have been surveyed through the External Review Panel process. External review panels are conducted with each program review. Twenty (20) external review panels have been conducted since 2004. All of this information has been used to improve the Program Review process.

4. Make adjustments and create new processes.

- COMPLETE
- Adjustment made to Program Review Fall 2004; Curriculum process appears to be working.
- Shorten timeline of curriculum proposals and approval.
- Significant adjustments and improvements have occurred in the Program Review process.

5. Educate participants about revised program review

- COMPLETE
- Involve Deans of Instruction in reviewing and recommending program action items.
- The AVC of Academic Services and staff made revisions made during Cycle One and Two Program Reviews, a new orientation has been developed for Cycle Three programs. This revised orientation was held in March 2006 for faculty and administrators involved in Cycle Three programs. The Cycle Three schedule has been altered to provide greater faculty input into the self-study and more time for the deans to review the self-study and action plans. These changes were well received by the faculty and the Deputy Executive Group.

Strategy 1.8 Revitalize the grants process. ***Complete.***

Completion Date: December 15, 2004

Responsibility: Assistant Vice Chancellor of Academic Services

Actions:

1. Consult with current staff and internal stakeholders.

- COMPLETE
- Provost met with focus groups Summer and Fall 2004

2. Review current grants process.

- COMPLETE
- Provost reviewed current Grant process Fall 2004 and developed a One-Stop model.
- Two administrators served on the revitalization of the grants process for the college.
- A campus grants person participated in all district-wide grants process meetings.
- College identified campus users of the new grants search database (E-civis).
- Campus Cabinet met with the new Director of Grants One-Stop.

- Processes include exchange of notices on grant opportunities.
- College developed and secured a three year \$577,000 HUD grant for the Downtown Campus service area that include partnerships with neighborhood associations, community organizations, government offices, and private businesses.

3. Benchmark grants process in other institutions.

- COMPLETE
- Provost researched other grant models Summer and Fall 2004

4. Create new model.

- COMPLETE
- Provost created Grant One-Stop model.

5. Educate college community about new model.

- COMPLETE
- Provost has shared the One-Stop model with the college community.
- A Grant Coordinator search is underway.

Strategy 1.9 Review existing instructional technology for currency, relevancy, and effectiveness. ***Complete with modifications.***

Completion Date: April 30, 2006

Responsibility: Assistant Vice Chancellor of Academic Services, Deans of Instruction, Vice Chancellor for Information Technology

Actions:

1. Establish a college-wide plan with policies and procedures for adoption and implementation of instructional technology.

- COMPLETE
- Conducted inventory of Instructional technology by classroom; requested input from Faculty and students to assess currency, relevancy, and effectiveness; created plan for providing future educational technology needs (capital outlay process); and provided educational technology support to faculty.
- Added new technology into classrooms. 90% of college classrooms now have instructor computers, network access and video/data projectors. 40% of the classrooms have either smart boards or smart panels.
- An Audience Response System for classroom use has been implemented.
- Student Services in conjunction with IT services on a Campus purchased and installed kiosks for providing student services in the link. The kiosks give students an opportunity to get out of line and access student services using technology during peak periods on campus.

2. Provide adequate technical support for faculty and students.

- COMPLETE AND ON-GOING
- Scheduling classes in equipped rooms based on curriculum and/or instructor need for in-class technology.
- Instructional Technologies in use include:
 - Hardware:** Video and Audio Streaming server (testing), Master Control Hardware in support of Two College channels, Hardware to support video and web production (i.e. “Conversations with the Chancellor”), Web servers for faculty web space. Application servers – for departmental and instructional applications (i.e. ACT and Skills Bank) WebCT.
 - Software:** Adobe (Professional, Photoshop, CS2, etc) products, Corbis Images, Custom Guide, Dreamweaver, Impatica, Macromedia (Studio, MX), Medisoft (Medical Transcription Application), Microsoft (Office suite and Visual Studio), Programming Languages (C++ , Dark Basic, etc), QuickBooks, Respondus, ACT (Sage Software) Skills soft (Skills Bank, Study Mate, Task Plus, Snag IT, Digital Microscope, Mathematica, Geometer’s Sketchpad, Diet Analysis, EvaluEat, Reading Roadtrip, Typing Tutor, Scientific Notebook, Pronunciation Power, Mechanic’s Toolbox, MatLab, Inspiration.
 - AV (Audio Visual):** Video/Data projectors, TV, DVD/VHS combo, Polycom phone conferencing, Video Conferencing hardware, Tandberg Language Lab

3. Determine professional development incentives for faculty to learn and use instructional technology.

- ON-GOING
- Requested input from Faculty and students to assess currency, relevancy, and effectiveness.
- Provided training for MAT, PHY, and Microbiology faculty to enhance their teaching and to better serve our students.

4. Identify necessary improvements to technological infrastructure in order to support higher demand of technology usage.

- COMPLETE
- Conducted inventory of instructional technology by classroom.
- Offered LearnKey training to the Campus.

5. Evaluate clarity of marketing of on-line course.

- ON-GOING
- College continuing to explore best practices.

6. Develop minimal level baseline criteria for faculty.

- COMPLETE
- This has been addressed in professional development activities, including the Faculty Learning Academy.

Initiative 2: Establish a Developmental Education Program

Overall Responsibility: Provost

Purpose of Development Education: Students completing the recommended developmental education program will be prepared for the post-developmental education curriculum.

Strategy 2.1 Establish effective leadership, processes, and resources to support an effective Developmental Educational Program. **Complete.**

Completion Date: December 15, 2004

Responsibility: Provost/Executive Vice Chancellor

Actions:

1. Hire a developmental education coordinator.

- COMPLETE
- Provost identified district staff coordinator.

2. Establish District Developmental Education Committee to make recommendations about needs of Developmental Education.

- COMPLETE
- Standing Committee formed Spring 2005

3. Identify effective campus organizational and leadership structures compatible with needs and make appropriate institutional assignments.

- COMPLETE
- One Division Dean at each campus has been identified as the administrator in charge of developmental education.

4. Change current policies, regulations, and Standard Practice Guides to specifically enhance support for developmental education.

- COMPLETE
- BP & SPG need to be updated

5. Align the use of existing resources to support developmental education.

- COMPLETE
- Reviewed Title V resources and general fund.
- Linked students to the Learning Center, Library, Testing Center, Writing, Reading, and Math labs to access existing resources.
- Secured developmental education course syllabi to identify coursework required and to match study skills preparation for students.
- Visited developmental education classes to inform students about resources available to them and how to access existing resources.
- Retention Specialists coordinate with other campuses to identify resources for students that are available at those campuses.

6. Identify new resources for developmental education.

- COMPLETE
- Strengthen tutoring and advising processes through the SSS grant.

Strategy 2.2 Provide support for developmental education through the appropriate use of research-based practices. **Complete.**

Completion Date: October 30, 2004

Responsibility: Provost/Executive Vice Chancellor, Campus Presidents

Actions:

1. Establish list of current developmental practices in use.

- COMPLETE
- AVC of Academic Services and Deans of Instruction reviewed current practices and compiled list of best practices in use.
- Implementation of research-based instructional practices at the classroom level in Reading (ongoing). Use of classroom assessment techniques. Use of active learning strategies. Use of multiple assessment measures cognitive & non-cognitive (learning styles, multiple intelligences, study behaviors, attitudes) in order to promote diversity of instruction. Frequent and timely feedback provided to students (quizzes, tests, progress reports, comments on papers). Sharing of instructional strategies (ongoing). Sharing of syllabi. Discussion of teaching & learning issues at meetings.
- Adjunct Reading Instructors have a “mentor” instructor assigned according to the course level taught.
- Piloted the enforcement of prerequisites for all mathematics and writing courses.
- Faculty in the REA, MAT, WRT and ESL departments have benchmarked best practices across the United States and two faculty are now Kellogg fellows following attendance at the Kellogg Institute over the last two summers and are pursuing related developmental education projects.

2. Compile proposed best practices based on nationally recognized research.

- COMPLETE
- District Coordinator and AVC of Academic Services identified best practice; established a “Best Practice” internet site to all student retention and intervention practices for Student Retention Specialists, Advisors, Counselors and Faculty.
- College sent Reading faculty member to the Kellogg Institute to learn about and help implement best practices. A contingent of faculty, staff and administrators visited the Community College of Denver to study their Best Practices and methods of delivery.
- Implementation begun of research-based instructional practices at the classroom level in reading (ongoing).

- Made use of classroom assessment technique; use of active learning strategies; use of multiple assessment measures cognitive & non-cognitive (learning styles, multiple intelligences, study behaviors, attitudes) in order to promote diversity of instruction. Frequent and timely feedback provided to students (quizzes, tests, progress reports, comments on papers). There has been a sharing of instructional strategies (ongoing). Sharing of syllabi. There has been discussion of teaching & learning issues at meetings.

3. Supplement current practices with best practice approaches not currently in use.

- COMPLETE
- Math and writing prerequisite have been piloted.
- Retention Specialists were funded from Title V and Developmental Education.
- Workshops were conducted summer and Fall 2004.
- Best Practices Workshop was held in August, 2004 to improve student success and/or retention through strengthening instruction.
- Adjunct Reading Instructors have a “mentor” instructor assigned according to the course level taught, teaching critical thinking and teaching-learning strategies (ongoing).
- Embedded into the REA curriculum in Course Outlines (district wide).
- Use of increased retention specialist support to track developmental education students; enhanced the orientation program for development education students, and conducted a Student Success Summit.

Strategy 2.3 Provide an information technology infrastructure to support the recommended practices in developmental education. ***Moved to 2006-2008.***

Completion Date: June 30, 2005

Responsibility: Provost/Executive Vice Chancellor, Vice Chancellor for Information Technology

Actions:

1. Evaluate the ability of the current technology infrastructure to support developmental education.

- MOVED TO 2006-2008
- The following “best practices” developmental education classroom strategies have been implemented in many developmental education courses: 1) Frequent tests and immediate feedback; 2) A variety of in-class assessment techniques; 3) Use of active learning strategies; 4) Collaborative learning approaches; 5) Creating a more structured learning environment in and out of the classroom; 6) An increased emphasis on critical thinking and meta-cognition strategies; and, 7) Created linked courses for Developmental Education students performing below College level in two or more subject areas.
- Faculty in the REA, MAT, WRT and ESL departments have benchmarked best practices across the United States and two faculty are now Kellogg fellows following attendance at the Kellogg Institute over the last two summers and are pursuing related developmental education projects.
- Several STU initiated projects have been developed where Campus Student Development faculty and professional staff take the lead and the instructional Faculty are complementary project members attempting to employ early intervention strategies with at risk students.

2. Review recommended best practices and propose technology infrastructure to support these practices.

- MOVED TO 2006-2008
- Two of the classrooms used primarily for Reading, J201 and J210, have been outfitted with a LCD projector, computer & monitor for instructional delivery. J206 (primarily ESL) is expected to be outfitted soon (completed & in process).
- WC ESL requested updated technology for C206 in Spring 04 (completed & in process).
- Moved non-supported computers in the Division moved to the Academic Computer Commons and arranged for services and support (completed).

3. Implement an information technology infrastructure to support the specific needs in developmental education.

- MOVED TO 2006-2008
- Develop an Intra-Campus drive to enable Student Retention Specialist, Advisors and Counselors to access the Student’s advising record to ensure students are receiving consistent, timely information and referrals.

- Two of the classrooms used primarily for Reading, J201 and J210, have been outfitted with a LCD projector, computer & monitor for instructional delivery. J206 (primarily ESL) is expected to be outfitted soon (completed & in process). ESL requested updated technology for C206 in Spring 04 (completed & in process).
- Moved non-supported computers in the Division moved to the Academic Computer Commons and arranged for services and support (completed).
- Technology used in a supportive role (ongoing)

Strategy 2.4 Establish new partnerships with local school systems to develop and implement strategies for student success in college. ***Moved to 2006-2008.***

Completion Date: December 15, 2005

Responsibility: Provost/Executive Vice Chancellor, Campus Presidents, Deans of Instruction, Deans of Student Development

Actions:

1. Identify leadership teams to meet with assigned target school or school district leadership teams.

- MOVED TO 2006-2008
- Develop model for aligning curriculum in middle school/high school to decrease needs for developmental education in college (starting this with Sunnyside: HS faculty with Pima faculty).
- Offer MAT tutoring H.S. students. Offer dual and concurrent enrollment classes to H.S. students.
- Establish new partnerships with local school systems to develop and implement strategies for student success in college.
- The Bridge Partnership is a project of the League for Innovation in the Community College. Community colleges and high schools work together to increase the number of students who aspire to go on to college, to enhance their preparation and to make more smooth the transition to college. 65 community colleges and over 90 high schools in 20 states are participating. West campus is linked with Cholla High

School in this effort. (WC Dean of Instruction, Vicki Cook has created a detailed report on the Bridge Project and has forwarded that to Geneva Escobedo).

- Identified peer mentors to recruit at-risk students in the targeted Charter schools.
- Coordinated course offerings with two Charter schools and NEC; established an Adopt-A-School Program with Magee Middle School; currently working with parents and faculty to prepare students in achieving a high school degree and continuing on to the community college.
- Offered Special STU100 courses on study skills and careers for qualifying students in Fall 2005 and Spring 2006.
- Increased the numbers of assessments provided in the high schools.
- Held a counselor's breakfast for feeder high schools.
- Established an early college experience through assessment, advising, orientation, and scholarships to high school students.
- Upward Bound Program provided Saturday workshops and classes to high risk first generation college students. Students passed the AIMS test due to Saturday enrichment activities.
- Magee Middle school open house at East Campus (April 7, 2005).
- Service learning student tutoring (ongoing).

2. Target operating budget and federal project resources to provide additional funding for local school system initiatives.

- MOVED TO 2006-2008
- Talent Search program provides tutoring services to local middle and high school students.
- Worked with TUSD'S Santa Rita High School and Cienega High School in Vail to create a pilot for at-risk students.
 - DSR students took PPC assessment tests, reviewed scores with counselors, and started educational goal setting (ongoing) and started educational goal setting (ongoing).
 - An East Campus open house planned for students, faculty, and parents (Spring 2005).
 - Special STU course(s) on study skills and careers offered during summer session for qualifying students (ongoing).
 - Endorsed a grant written by Vail counselors to expand the pilot (January 2005).

3. Establish earlier assessment of high school students.

- MOVED TO 2006-2008
- Establish Early College Preparation programs including assessment and orientation for high school students.
- The Coordinator of Counseling/Advising and the K-12 Coordinator planned a counselor's breakfast for feeder high schools (Spring 2005).
- Offer MAT tutoring H.S. students. Offer MAT tutoring H.S. students.
- Offer dual and concurrent enrollment classes to H.S. students.
- Establish new partnerships with local school systems to develop and implement strategies for student success in college.
- Bridge Project: Developed training session for Bridge Partnership counselors on use and interpretation of COMPASS assessment (March 2005). The Bridge Partnership is a project of the League for Innovation in the Community College. Community colleges and high schools work together to increase the number of students who aspire to go on to college, to enhance their preparation and to make more smooth the transition to college. 65 community colleges and over 90 high schools in 20 states are participating.

4. Provide for more effective student follow-up for early assessments.

- MOVED TO 2006-2008
- Establish Early College Preparation programs including assessment and orientation for high school students.
- Established an early college experience through assessment, advising, orientation, and scholarships to high school students (January 2005 and ongoing).
- Establish new partnerships with local school systems to develop and implement strategies for student success in college.
- Bridge Project: Developed training session for Bridge Partnership counselors on use and interpretation of COMPASS assessment (March 2005) The Bridge Partnership is a project of the League for Innovation in the Community College. Community colleges and high schools work together to increase the number of students who aspire to go on to college, to enhance their preparation and to make more smooth the transition to college. 65 community colleges and over 90 high schools in 20 states are participating.

5. Establish joint faculty/counselor development workshops.

- MOVED TO 2006-2008
- Hold annual joint High School/College staff development workshops and meetings.
- The Upward Bound program provides Saturday workshops and classes to high risk first generation college students.
- Faculty and staff serve as judges for K-12 science fairs.
- Pima County K-16 MAT Educators' Conference (Planned for March 2005).
- Establish new partnerships with local school systems to develop and implement strategies for student success in college.
- Bridge Project: Developed training session for Bridge Partnership counselors on use and interpretation of COMPASS assessment (March 2005) The Bridge Partnership is a project of the League for Innovation in the Community College. Community colleges and high schools work together to increase the number of students who aspire to go on to college, to enhance their preparation and to make more smooth the transition to college. 65 community colleges and over 90 high schools in 20 states are participating.

6. Organize curriculum alignment and concurrent/dual enrollment to suit high school and College needs.

- MOVED TO 2006-2008
- Formalize a Concurrent Enrollment Desert Vista Team to meet with assigned schools to set up concurrent enrollments and to provide updated, accurate and correct information to High School personnel. Expand model to existing concurrent enrollment/dual enrollment partners.
- Establish new partnerships with local school systems to develop and implement strategies for student success in college.
- Meet with K-12 partners to increase dual enrollment offerings (Spring 2005).
- Meeting on a regular basis with K-12 Target Schools to strengthen and improve dual enrollment.
- The Bridge Partnership is a project of the League for Innovation in the Community College. Community colleges and high schools work together to increase the number of students who aspire to go on to college, to enhance their preparation and to make more smooth the transition to college. 65 community colleges and over 90 high schools in 20 states are participating.

Strategy 2.5 Evaluate current practices in Student Development and establish interventions that improve student success in the developmental education curriculum.
Moved to 2006-2008.

Completion Date: September 30, 2005

Responsibility: Assistant Vice Chancellor of Academic Services, Assistant Vice Chancellor of Student Services, Campus Presidents

Actions:

1. Evaluate effectiveness of current policy on mandatory assessment, orientation, and advising on the success of developmental students.

- MOVED TO 2006-2008
- Participate in Persistence of Student Retention Specialist Cohorts and Comparison Studies.
- Two staff members and the Deans of Student Development are members of the “First Year Experience” committee.
- Summer Bridge Program will be implemented using “First Year Experience” model.
- SD is a partner in the Development Education Learning Community. Students take the same STU 100-Student Success class; are assigned to the same Retention Specialist for advising and academic support.
- All “At Risk” Developmental Students are enrolled in STU 100.
- The Downtown Campus successfully implemented the Mandatory Advising and Orientation program.
- The Downtown, East and Desert Vista Campuses are sponsoring in April 2006 a Student Success Summit to highlight “Best Practices” in intervention and student success strategies for all students.

2. Review the impact of retention specialists on the success of students and make recommendations for institutionalization of the positions.

- MOVED TO 2006-2008
- Participate in Persistence of Student Retention Specialist Cohorts and Comparison Studies.

- Implementation of a new Developmental Advising Model using a checklist, advisor liaisons, and an advising manual.
- All “At Risk” Developmental Students are enrolled in STU 100.

3. Study the effect of the Fall 2004 pre-requisite enforcement pilot in mathematics and formulate recommendations for mandatory placement.

- MOVED TO 2006-2008

4. Incorporate multiple assessments as a best practice during the orientation process.

- MOVED TO 2006-2008
- SD is a partner in the Development Education Learning Community. Students take the same STU 100-Student Success class; are assigned to the same Retention Specialist for advising and academic support.
- All “At Risk” Developmental Students are enrolled in STU 100.
- Counseling faculty administers and interprets the Student Behavior Inventory (SBI) in collaboration with faculty teaching developmental education courses.

Strategy 2.6 Assess the effectiveness of the developmental curriculum in Reading, Writing, Mathematics and English as a Second Language. ***Moved to 2006-2008.***

Completion Date: September 15, 2005

Responsibility: Assistant Vice Chancellor of Academic Services, Assistant Vice Chancellor of Student Services, Campus Presidents

Actions:

1. Construct and use an evaluation process to measure student persistence within developmental course sequences in Reading, Writing, Mathematics and English as a Second Language.

- MOVED TO 2006-2008
- Active participation in Title V training and implementation.
- Collect baseline database.
- Implement common final exam for all developmental MAT classes at the West Campus (data analysis in progress).
- Enforcement of MAT prerequisites (Improvement in student success assessed)

2. Construct and use an evaluation process to measure student success in the non-developmental curriculum after completion of a recommended sequence of developmental education courses.

- MOVED TO 2006-2008
- Collect baseline database.

3. Develop recommendations for indicated curricular changes.

- MOVED TO 2006-2008
- SCA division faculty are actively engaged in several district-wide assessment projects including a district-wide final exam in MAT 092, assessment of all WRT 070 and 100 students and an institutional research directed study of all REA students.
- The Hawkes Learning System Math project is being directed through the efforts of one Downtown Campus Math faculty member and all MAT, WRT and REA faculty are engaged in making sure that all items in the recently completed program review action plans are followed related to developmental education.

Strategy 2.7 Improve student support services related to the developmental education program. ***Moved to 2006-2008.***

Completion Date: April 30, 2006

Responsibility: Campus Presidents

Actions:

1. Evaluate support services offered through the campus learning centers, libraries, and other support areas across the district and integrate these and other support services into the developmental education instructional process.

- MOVED TO 2006-2008
- Expanded Learning Center space to serve more students.
- Through Title V, evaluated library resources needs for developmental education disciplines. Established developmental education repository and increased collection of reading, writing, mathematics, ESL and student development from 164 to 573 books, periodicals, and videos.
- Evaluated current system used by Learning Centers to track tutoring instructional support programs. Purchased Tutor Trac to improve tracking and reporting of tutoring and instructional support services at five campus learning centers. Set up system and trained learning center staff for March 2006 implementation.
- Instituted early alert process between faculty and student services to improve notification to students.
- Adult Learner funds received to purchase instructional materials (textbooks, stud guides, etc.) not currently on library reserve. Materials on reserve provide access to instructional materials to students who can not afford purchasing textbooks, supporting student success.
- Increased tutoring services during evenings and weekends; provided scholarships to all STU100 students; increased retention specialist's hours to assist with new student orientations and provide advising and classroom support; increased hours of operations in Testing and Assessment to support instructional services.

2. Supplement current practices with additional best practices.

- MOVED TO 2006-2008

- Implemented case management pilot on two campuses January 2006. Trained student support staff on use of Banner for establishing and tracking cohort groups; established developmental education learning communities at two campuses to serve as models college wide; writing faculty established rubrics for consistency in grading for all writing classes.
- Trained faculty on use of Audience Response Systems to increase student participation and improve learning. ARS to be installed in three classrooms at five campuses during Spring 2006.
- Adult Learner funds received to expand tutoring services and support group tutoring program for developmental MAT students; increased hours of operations in testing and assessment center to support instructional services; MAT faculty tutoring added in the Learning Centers;
- Title V Retention Specialist provided orientation advising and counseling services to all WC “College Prep” students. Title V Retention Specialist collaborates with faculty, advisors and counselors in techniques for student success with developmental students.

3. Establish core services on all campuses.

- MOVED TO 2006-2008
- Retention Specialists provided intrusive advising and support to Developmental Education students.
- Identified Developmental Education students through orientations to provide intrusive and counseling services. Enroll Developmental Education students in STU 100 to provide study skills support.
- Held monthly meetings with Assessment Center Coordinators to address policies and procedures to ensure consistency in services for assessment and instructional testing.
- Established consistent operating principles and case loads for retention services by Student Services Advanced Specialists at each campus.
- Tutoring functions have been consolidated into one supervised area to minimize overlap and maximize use of personnel.

4. Identify additional support services to be implemented.

- MOVED TO 2006-2008
- Hired six full-time Student Services Advanced Specialists to serve developmental education students beyond Title V grant period.
- College institutionalized Retention Advanced Student Services Specialists.

Strategy 2.8 Improve developmental education instructional delivery. ***Moved to 2006-2008.***

Completion Date: April 30, 2006

Responsibility: Provost/Executive Vice Chancellor, Campus Presidents, Deans of Instruction

Actions:

1. Compile a list of all current delivery modes for developmental education.

- COMPLETE
- Developed list of current modes of instruction for developmental education mathematics, reading and writing disciplines.
- Developed library of instructional activity resources and materials.
- The Student Development Unit is active in offering sections of STU 100 engaging instructional faculty and training volunteer instructional faculty in ways to become more effective student developers in the classroom.
- Development of a self-paced ESL 050 class in the Language Labs utilizing an interactive voice activated system (such as WIMBA or AURALOG) was begun during the 2005 Fall semester and continued through the 2006 Spring semester.
- During the 2005 Summer Session one MAT faculty member partnered with one STU faculty member to create a new Summer skill-builder course that integrates the concepts of MAT 082 and 086 (Algebraic Thinking) into one six credit hour course designed to assist Developmental Education math students in their understanding of how the course concepts connect. The new course is scheduled to be taught during the 2006 Summer Session.

2. Design and implement alternative delivery modes for developmental education instruction.

- COMPLETE
- Provided on-going professional development activities at the campus for the entire Faculty that promote the use of best practices in developmental education.

- Piloted Hawkes Learning Systems in developmental math courses in traditional and self-paced formats in Spring 2005. Continued using Hawkes Learning Systems after pilot.
- Received CLRA certification for Learning Centers.

3. Design and implement learning cohorts for developmental education instruction.

- COMPLETE
- Established developmental education learning communities at two campuses to serve as college wide model.
- Expanded Learning Center hours and services to support classroom instruction

4. Design and implement introductory courses in general educational and occupational programs for developmental education instruction.

- MOVED TO 2006-2008
- The Developmental Standing Committee recommended moving this action to 2006-2008 Plan.

5. Develop assessment plans for each mode of delivery.

- MOVED TO 2006-2008
- The Developmental Standing Committee recommended moving this action to 2006-2008 Plan.

6. Analyze assessment data and formulate recommendations regarding successful delivery modes.

- MOVED TO 2006-2008
- The Developmental Standing Committee recommended moving this action to 2006-2008 Plan.

Strategy 2.9 Align Pima Community College Adult Education and developmental education to improve student transition to college. **Complete.**

Completion Date: June 30, 2005

Responsibility: Provost/Executive Vice Chancellor, Campus Presidents, Dean of Adult Basic Education, Deans of Instruction, Deans of Student Development

Actions:

1. Create a task force of Pima Community College administrators to examine current practices of transition and cooperation.

- COMPLETE
- Formed task force composed of Pima faculty and administrators and PCAE faculty and administrators to construct action plan and timelines for aligning curriculum.
- Created a transition orientation class.
- Development of a self-paced ESL 050 class in the Language Lab utilizing an interactive voice activated system (such as WIMBA or AURALOG) was begun during the 2005 Fall semester and is continuing through the 2006 Spring semester.
- During the 2005 Summer Session one MAT faculty member partnered with one STU faculty member to create a new Summer skill-builder course that integrates the concepts of MAT 082 and 086 (Algebraic Thinking) into one six credit hour course designed to assist Developmental Education math students in their understanding of how the course concepts connect. The new course is scheduled to be taught during the 2006 Summer Session.
- During the 2005 Summer Session one WRT faculty member partnered with one REA faculty member to create a new skill-builder course integrating the concepts of REA 091 and WRT 100 into one six credit hour course designed to assist Developmental Education WRT students as they attempt to raise their writing/reading skills to a college level.

2. Design and implement program and service connections between Pima Community College Adult Education and campus-based developmental education programs.

- COMPLETE
- Formed task force composed of Pima faculty and administrators and PCAE faculty and administrators to construct action plan and timelines for aligning curriculum and created a transition orientation class.
- The First Generation Project Through funds established by the 2004-05 Adult Learner Projects, Pima College Adult Education (PCAE) is in the process of identifying 50 Adult Basic Education students for leadership training and educational support to make the transition to credit programs at PCC.

- Developmental Education Math Courses Offered at Two PCAE Learning Centers Developmental Math courses was offered using Academic Systems software at both PCAE El Rio Learning Center and Eastside Learning Center this Fall. Additional sections will be offered again in the Spring semester. Students are current or former Adult Basic Education students. Each student receives a scholarship through PCAE to enroll in the classes.
- For the first time, a Progress Class was offered at El Pueblo Liberty Learning Center. Additional classes will be offered. Another class was offered at El Rio Learning Center and STU100 classes are being offered at both Eastside and El Pueblo Liberty Learning Centers
- ESL Exchange Members of PCAE English-for-Speakers-of-Other-Languages faculty met with college-wide ESL faculty on December 3, 2004, to exchange ideas about collaboration, advising, referrals, and coordination of course offerings. A working group will be formed of ESL faculty and PCAE instructors to meet periodically to discuss additional transition issues.
- Monthly Meeting with PCAE Advisors, Advisors at all three of PCAE learning centers are taking place with PCAE Division Dean to coordinate strategies for increasing the transition of PCAE students to credit College programs.

Initiative 3: Improve College Processes and Operations

Overall Responsibility: Executive Vice Chancellor for Administration

College processes describe the day-to-day activities of employees. The College's support processes, such as registration and procurement, relate to the activities that must occur for the institution to function, excluding core processes related to the identity and mission of the College such as instruction and counseling.

Strategy 3.1 Improve support for business processes and instructional services. ***Complete and On-going.***

Completion Date: April 30, 2006

Responsibility: Executive Vice Chancellor for Administration

Actions:

1. Identify business processes and instructional services

- COMPLETE
- January, 2004, Completed assessment and analysis of the business flow of the following core College business support processes.
 - Admissions
 - Registration
 - Financial Aid
 - Accounts Receivable
 - Grade Processing
 - Capital Budgeting
 - Procurement
 - Contract Administration

- Accounts Payable
- Hiring
- Orientation
- Payroll
- Benefits Administration
- Keep and/or Outplace Employees

2. Assess, evaluate, and select the processes for redesign

- COMPLETE
- October, 2004, The fourteen processes above were mapped, analyzed and configured into three end-to-end business processes:
 - Get and Keep Talented Employees (Hiring, Orientation, Payroll Benefits Administration, Keep and/or Outplace Employees)
 - Enable Learning (Admissions, Registration, Financial Aid, Grade Processing, Accounts Receivable). Note that Faculty Advising was added to Enable Learning in March, 2006.
 - Acquire Goods and Services (Capital Budgeting, Procurement, Contract Administration, Accounts Payable)
- December, 2004, Get and Keep Talented Employees was selected for redesign in this College Plan period. To maximize effectiveness, the redesign of this end-to-end process was segmented into two phases:
 - Phase I: Identification of need for new employee through first day in new job – focus on the “Get” processes.
 - Recruitment
 - Selection
 - Orientation
 - Phase II: Second day in new job through career at Pima Community College – focus on the “Keep” processes
 - Benefits Administration
 - Leave Tracking
 - Payroll
 - Job Classification
 - Compensation
 - Performance Evaluation

- Professional Development
- Step Progression Plan
- EEO/AA/ADA
- Employee Relations

3. Identify whether consultant or work group should lead process review and redesign.

- COMPLETE
- October, 2004, Determined that a consultant would be used to lead a team of College employees in the process review and redesign effort.

4. Select a consultant through a request for proposal (RFP).

- COMPLETE
- June, 2004, LBL Technology Partners selected to study the organization of Information Technology services.
- December, 2004, Intravisions Consulting Network selected for the process review. Project Manager engaged to lead a team of College employees in the process review and redesign of selected processes.

5. Develop project plan.

- COMPLETE
- January, 2005, The project plan, based on a six-step methodology for College-wide process review, was approved by the Chancellor and presented to Chancellor's Cabinet.
 - *Step One: Get Ready* – this step includes the selection and definition of the scope of the processes to be reviewed; gaining the understanding and commitment from senior management; selection, notification and orientation of the Process Review Team; development of the communication plan. The project plan for this step:
 - i. Get and Keep Talented Employees – Phase I: January – March, 2005
 - ii. Get and Keep Talented Employees – Phase II: October – December, 2005
 - *Step Two: Understand Current Processes* – this step includes the creation of process maps for the processes being reviewed and identification and root problem analysis of the problems associated with the current processes. The project plan for this step:
 - i. Get and Keep Talented Employees – Phase I: April – May, 2005

- ii. Get and Keep Talented Employees – Phase II: January – February, 2006
- *Step Three: Determine Customer Needs* – this step includes identification and surveying of customers of the processes being reviewed to determine their satisfaction with and needs of the processes. The project plan for this step:
 - i. Get and Keep Talented Employees – Phase I: May – June, 2005
 - ii. Get and Keep Talented Employees – Phase II: May – June, 2006
- *Step Four: Determine Process Best Practices* – this step includes conducting best practices research to determine how other organizations have solved problems similar to those identified as part of Step Two. The project plan for this step:
 - i. Get and Keep Talented Employees – Phase I: May – June, 2005
 - ii. Get and Keep Talented Employees – Phase II: March – April, 2006
- *Step Five: Design Future Processes* – this step includes the design of the process for the future informed by what has been learned from current process problems, customer needs and best practices research. The project plan for this step:
 - i. Get and Keep Talented Employees – Phase I: August, 2005
 - ii. Get and Keep Talented Employees – Phase II: July, 2006
- *Step Six: Implement and Continuously Improve the New Processes* – this step includes the creation of implementation projects that will implement and continuously the future process. The project plan for this step:
 - i. Get and Keep Talented Employees – Phase I: January, 2006 – March, 2007
 - ii. Get and Keep Talented Employees – Phase II: To Be Determined in September, 2006
- Note that all steps have been completed according to plan with zero slip in schedule.

6. Review and redesign selected processes.

- ON-GOING
- PHASE I COMPLETE, PHASE II ON SCHEDULE TO COMPLETE JULY, 2006
- August, 2005, Completed redesign of Phase I of Get and Keep Talented Employees. As Phase I focused on the hiring processes, major emphasis was placed on decreasing time-to-hire for new employees, an enhanced technology infrastructure for tracking candidates from application through hire, the development of an Annual Staffing Plan and desktop access to employment and hiring information.

- Phase II redesign is on target to be complete in July, 2006. The Process Review Team is currently analyzing root problems with the current process, surveying customers to determine their needs and researching best practices, all in preparation for the redesign scheduled to begin in June.

7. Implement redesigned selected processes.

- ON-GOING
- July – September, 2005, Targeted several areas of “low hanging fruit” for immediate implementation:
 - July, 2005, Implemented modifications to student worker earnings codes to ensure that deductions could be processed correctly when the student worker is also a temporary employee.
 - August, 2005, Updated, disseminated and communicated the 2005-2006 PCC Affirmative Action Plan.
 - September, 2005, Implemented standardized reference checks for all PCC job applicants.
 - September, 2005, Implemented I-9 training across all campuses.
- September, 2005, Seven implementation projects were identified and approved by the Chancellor for implementation for Phase I of Get and Keep Talented Employees.
 - Project # 1: Implement Recruitment and Selection Management System for automated applicant tracking (January, 06 – March, 07)
 - Project # 2: Create an Annual Staffing Plan (January, 06 – February, 07)
 - Project # 3: Design, develop and plan the implementation for New Job Orientation (January, 06 – June, 06)
 - Project # 4: Implement redesigned recruitment processes (April, 06 – July, 06)
 - Project # 5: Implement redesigned selection processes (August, 06 – November, 06)
 - Project # 6: Implement process evaluation (ongoing to be complete by February, 07)
 - Project # 7: Review and update Standard Practice Guides to reflect redesigned recruitment and selection processes (ongoing to be complete by March, 07)
- January, 2006, Implementation began and is on target to complete by March, 2007. All projects are on schedule according to plan. Major milestones achieved to date:
 - Project # 1 (Recruitment and Selection Management System) has researched technology vendors, conducted user focus groups, developed user and system requirements and consolidated all of this information into an RFP that was published April 14, 2006. The vendor

selection committee is currently being formed and the project is on target to select the vendor by July 7, 2006.

- Project # 2 (Annual Staffing Plan) is in the process of laying the foundation for the Annual Staffing Plan which includes the development of standards for forecasting future staffing needs, establishing core competencies for all employment classifications and devising a method to assess the College's existing workforce against those competencies.
- Project # 3 (New Job Orientation) has conducted stakeholder focus groups and used the results to design the content of 10 orientation modules that will be available to all employees, whether new to PCC or new to their job, e.g., adjuncts, temporary workers, student workers, and current PCC employees who are in a new job due to a lateral or promotional move. This project will be integrated with the development and roll-out of the Adjunct Faculty orientation which has already been approved by the Distance Learning Committee and is currently being developed.
- Projects # 4 and # 5 (Recruitment and Selection Processes) have been combined into one project. This project has been kicked-off and is in the project planning stage. Implementation will begin in May, 2006. The primary focus of this project will be to refine the recruitment and selection processes to take advantage of the speed and new capability of the recruitment and selection management system (Project # 1).
- October, 2006, Phase II of Get and Keep Talented Employees will go into implementation. Target completion will be determined in September, 2006.

Strategy 3.2 Create and implement an internal communication plan. **Complete.**

Completion Date: December 31, 2005

Responsibility: Executive Vice Chancellor for Administration

Actions:

1. Design a communication plan.

- COMPLETE

- January, 2005, Identified all stakeholders who require information about the process review effort. Determined what information would be communicated and whether the communication would take place electronically or in meetings. Established Process Review Team accountability for ensuring effective communication occurred according to plan.

2. Develop standard practice guidelines for process review and redesign.

- COMPLETE
- April, 2006, Completed the standard practice guideline for process review and redesign and submitted it for review and approval.

3. Implement the communication plan.

- COMPLETE
- Effective March, 2005, biweekly communication regarding project status distributed to Chancellor's Cabinet, Division Deans, all Assistant Vice Chancellors and all Directors. Additionally, regular project status updates included in the monthly Human Resources and Finance staff meetings.
- Effective May, 2006, quarterly communication will continue in newsletter format, as a response to stakeholder feedback that this critical information needed to be in an easier to read format. Monthly status updates to staffs will continue.

Strategy 3.3 Establish a program for continuous improvement of business processes and instructional services. **Complete.**

Completion Date: March 30, 2006

Responsibility: Executive Vice Chancellor for Administration

Actions:

1. Create and document procedures.

- COMPLETE
- April, 2006, Standard Practice Guideline developed for the entire process review effort, including the continuous improvement component that is part of Step 6 of the process review methodology.
- The ongoing development of Standard Practice Guides to reflect changes resulting from the continuous process improvement will be included in the 2006-2008 College Plan.

2. Develop systematic review of processes.

- COMPLETE
- Review of human resources processes will complete in 2006. Review of all other College wide internal processes will be completed as part of the 2006-2008 College Plan, beginning with the review of the student services processes in the summer of 2006.

3. Research external best practices for application to College processes and services,

- COMPLETE
- Best practices research is included as Step 4 of the College wide process review methodology.
- June, 2005, Completed best practices research on recruitment and selection processes through a study conducted by Sibson-Segal consulting.
- April, 2006, Completed internet-based best practices research for the Phase II processes of Get and Keep Talented Employees. Reported findings in the areas of time and leave reporting, benefits and leave management, classification and compensation, training, education and development programs, career paths, and performance management.

4. Provide regular reports and analysis

- COMPLETE
- Formal program reviews are conducted quarterly with the process review executive sponsors, the Executive Vice Chancellor, Administration and the President, Downtown Campus. At this time the Process Review Program Office:
 - Provides a formal review of program status
 - i. Progress to plan
 - ii. Results
 - iii. Challenges

iv. Lessons Learned

- Identifies areas that require senior management support and action.
- Provides a forecast of activities that will take place over the next three month period – no surprises.
- Reports documenting activities, progress and results are written at the completion of each major milestone in the project plan.
- Regular process effectiveness reports issued as follows:
 - Weekly current staff recruitment status
 - Weekly current faculty recruitment status
 - Quarterly Time-to-Hire for staff that measures how long it takes from close of job announcement through extension of job offer.
- All reports, documents and communication are filed in the Process Review Project Control Book that resides on the shared drive for the process review effort.

Strategy 3.4 Establish an institutional culture that supports customer service, change, and innovation. **Complete.**

Completion Date: March 30, 2006

Responsibility: Chancellor, Executive Vice Chancellor for Administration

Actions:

1. Establish College policies and practices that reinforce customer service, change, and innovation.

- COMPLETE
- 2004/05 College-wide Professional Development Calendar contains topics addressing these areas (i.e., Foundation for new employees and Cornerstones for current employees). Similar customer service topics for 2005/06 Professional Development Calendar were presented to the Chancellor's Cabinet on May 3, 2005.

- Other examples of College practices that include customer service, change and innovation are the new committee structure, Step Progression Plans, and the redesigned selection process.

2. Provide mechanisms to ensure accountability of employees to accomplish College processes.

- COMPLETE
- March, 2006, Completed redesign of the performance evaluation instrument which includes the areas of focus in this strategy.
- All employee surveys, process assessments and any training which results from the process review effort reinforce customer service, change and innovation as key concepts upon which the new processes or new work are designed.

3. Revise employment strategies to hire and retain employees who have a customer service focus.

- COMPLETE
- September, 2006, Revised employment strategies were approved by the Chancellor to include customer service, change and innovation as part of future job announcements. Interviewing processes and selection criteria for all employment activity within the College emphasize customer service.
- April, 2006, Implementation Project # 4 (Recruitment and Selection Processes) began the work of determining how these strategies will be implemented at the detailed level.

4. Develop employee award and reward systems in support of this plan.

- COMPLETE
- June, 2005, Board approved the three-year Step Progression Plan pilot which is the cornerstone of the College award and reward systems.
- Phase II of the Get and Keep Talented Employees process review is currently examining additional award and reward systems for inclusion as part of the design of the future “Keep Talented Employees” processes. The implementation of these award and reward systems will be included in the 2006-2008 College Plan.

Initiative 4: Enhance Enrollment Management

Overall Responsibility: Provost

Pima Community College is committed to providing accessible programs and services that enable students to meet their educational goals. The College will provide a comprehensive enrollment management system that supports accessibility and student success.

Strategy 4.1 Create a comprehensive and coordinated student retention system. ***On-going/Moved to 06-08.***

Completion Date: March 1, 2006

Responsibility: Campus Presidents, Provost/Executive Vice Chancellor

Actions:

1. Develop and implement a “First Year Experience” for students.

- COMPLETE
- Initiated pre-advising for high school seniors before bringing those students to campus orientations. Implemented mandatory math pre-requisites.
- Designed a First Year Experience campus program. Classes to be offered in Fall 2006.
- Increased number of student clubs with academic and service theme.
- Linked STU 150 and WRT 101, utilizing faculty/staff/student mentors, and creating scholarships for a limited number of credits.

2. Expand and improve the academic and career advising system.

- COMPLETE
- Hosted the first conference of Arizona Career Development (ASSO) in Fall 2005
- Counselors have developed standard protocols to address ongoing career counseling needs of students; counselors and career services personnel have participated in various professional development activities, including the National Career Development Association conferences.
- Strengthening Pima County and PCC Partnership provides an opportunity to partner with the Pima County One-Stop system to strengthen career services.

3. Strengthen student life activities.

- COMPLETE
- The number of students involved in academically related student organizations increased from 0 to 30
- Implemented faculty/student liaison program and expansion of class visits Implementation of focus groups to assess needs of the student population.
- Development of an Adult Student campus organization to provide support and education on adult student issues.
- Organized and raised over \$10,000 for the “Relay for Life, Cancer Center program which also involved organizing a BBQ to help raise money to fund the event, organized a Voter Registration process

4. Increase channels for students and the College community to provide feedback on College programs and services.

- COMPLETE
- Implementation of focus groups to assess needs of the student population.
- Chancellor target billboards.
- Initiating a student financial aid focus group to assist with program materials for 2005-2006 financial aid. A Student Services survey was administered to assess the efficacy of the one-stop student services model.

5. Expand and strengthen partnerships with other educational institutions and community partners.

- ON-GOING/MOVED TO 2006-2008
- Collaborating with University of Arizona in development of a GEAR UP grant proposal.
- Coordinating partnership with Raytheon Corp to facilitate the Raytheon Scholars program.
- Established partnerships with Douglas College, British Columbia. TecMilenio and Instituto Tecnológico de Sonora (ITSON).
- University of Arizona/Pima Community College committee formed to study Developmental Education.
- Increased Dual Enrollment opportunities at county high schools

6. Expand and enhance existing student retention activities.

- COMPLETE
- 6 new college positions devoted to retention of developmental education students.
- Extensive addition of assistive and adaptive technology for DSR students, that includes: Trained staff for perform Real-Time Captioning for Deaf Students; Made significant improvements to alternative media production capabilities in order to meet needs of students requiring textbooks and course materials in alternative formats.
- Implementation of MAT prerequisite enforcement.
- Developed a College-wide Student Success Summit for April, 2006, piloted learning communities with writing and reading, increased classroom visitation by advisors and increased retention specialist's availability.

Strategy 4.2 Improve recruitment and community outreach. ***Complete and on-going.***

Completion Date: March 1, 2006

Responsibility: Vice Chancellor for Government and External Relations, Campus Presidents

Actions:

1. Develop a targeted recruitment plan for diverse constituencies.

- COMPLETE
- Native American recruiter assigned to Student Development with multiple outreach trips to various Native American tribal communities
- Developed the “After 5” program for adult learners who would like to complete an Associate degree at night.
- Ten Occupational/Community Advisory Committees have new members and are actively addressing recruitment and community outreach issues
- Worked with the Pima Council on Aging to explore mature worker activities

2. Expand and strengthen local school system partnerships to increase recruitment opportunities.

- COMPLETE
- Expand assessment and orientations to Charter schools continue to provide outreach middle schools
- Gear Up Grant with U of A, SUSD, TUSD Developed regular service boundaries to promote efficient outreach efforts by campuses.
- Formalizing campus/district roles of K-12 Coordinators to allow for smoother coordination with school districts.
- Increase target marketing and recruitment in Sonora and Sinaloa, Mexico by International Student Services advisors.

3. Expand relationships with the college alumni to increase recruitment opportunities.

- COMPLETE
- Performing Arts has begun to track graduates from each discipline to determine where they go after Pima. Alumni are also invited to speak to current students about opportunities in the performing arts beyond Pima.
- Aggressive K-12 outreach including classroom visitations, demonstrations, meetings with administrators, and counselors. Fabulous 5th Graders, 8th Grade Math, Science and Engineering Day. H.S. Juniors, Seniors: Math, science, and Engineering Day. “Physics Phun Nite” Program, Chemistry Demo Show for K-12 students who performing physics experiments, and demonstrations to the general public. Raytheon Funfest: demonstrations to K-12 students. Developed and hosted first PROGRESS Alumni Event (April 2005)

- Adults in Northern Marana, who exhibited the lowest level of educational participation and greatest ethnic diversity, Identify community agencies which serve clientele in need of additional education (e.g., public health nurses, WIC program). Join the Marana Health Center board of directors (Morales).

4. Expand and strengthen international recruitment.

- COMPLETE
- Increased number of responses to web-based international student inquiries and providing advisement.
- Created the first Certificate for Transfer to a foreign university and helped recruit first cohort of international students.
- DC President traveled to Scandinavia on behalf of the College to explore relationships with potential schools in Denmark, Sweden, and Norway; follow-up meeting took place in Tucson in January 2006 with the International Business College (IBC) from Denmark with whom PCC entered into a Memorandum of Understanding to develop exchange programs.
- Arranged to offer CLEP testing at NWC.

5. Expand and strengthen partnerships with key community-based organizations and employers to increase recruitment opportunities.

- COMPLETE
- Participated in career advising for the Tucson Police Department and the Fire Department for staff interested in updating skills or changing careers
- The Nursing Department continues it's ongoing partnerships with Tucson Medical Center and Carondelet to provide on-site Nursing instruction
- Established relationship with Juvenile Court judges to begin collaboration on juvenile crime prevention strategies through educational opportunities and hosted an "educational fair" in March 2006 with juvenile court representatives.
- Jim Click Scholarship program established

Strategy 4.3

Develop a marketing plan. **Complete.**

Completion Date: March 31, 2005

Responsibility: Vice Chancellor for Government and External Relations, Campus Presidents

Actions:

1. Develop a marketing plan that projects a unified college that is based on market research and institutional analysis.

- COMPLETE
- Designed marketing plan with academic programming as the primary focus. Marketing Plan approved by Chancellor's Cabinet
- Provided new program ideas and specialized marketing needs to the District.

2. Develop a marketing plan for each campus to support goals and provide a consistent of message to college constituents.

- COMPLETE
- Updated DSR brochure.
- Organize and participate in Disability Awareness Month that helps market the DSR program to community and campus.
- Promotional and advising brochure created and distributed nationwide for HTP program.

3. Create program marketing plans to meet specific program goals.

- COMPLETE
- Updated brochures for campus programs.
- Mailing to introduce scholarships and opportunities

4. Create a marketing plan that supports recruitment, retention, and student success.

- COMPLETE
- Social Science faculty are actively pursuing ongoing professional development activities, including being members/ officers of professional organizations, attending professional meetings, presenting papers/

giving talks, writing and publishing articles, and completing a sabbatical. These activities support retention and student success.

- Offer schedule of classes that includes 2, 8, 12, 14 and 16-week classes, weekends and evenings, reduced seat-time and distance delivery.

Strategy 4.4 Provide institutional research reports to support enrollment management decisions. ***Complete and on-going.***

Completion Date: March 31, 2005

Responsibility: Provost/Executive Vice Chancellor

Actions:

1. Produce an environmental scan summary report.

- COMPLETE
- Annual Report prepared in May 2005 and published on Pima Web site.
- DC has access to a number of Labor Market Information and External Review Panels to produce a variety of environmental scan reports for occupational programs. The Workforce Investment Board Planning Committee developed a 2-Year Plan in which it identified growing and declining industries.
- Each new certificate or degree includes a completeability plan which would enable a student to complete all requirements on either a daytime, evening or weekend basis.

2. Produce an educational and workforce training trends report for Pima County and the State of Arizona.

- COMPLETE
- Ad hoc analyses and reports were created as needed for Program Review.

3. Produce a student goal intent report that collects data once per term.

- ON-GOING
- More directions and specifications are needed to design the research and analysis, and to initiate a comprehensive report

4. Produce a degree/certificate completeability study.

- COMPLETE
- Create evaluation processes of Student Report Services. Analyses and reports were prepared to address the issue.
- A report was based on the summary of the Campus Presidents' reports and was presented to the Chancellor's Cabinet (Mar 2005).

5. Produce a New-To-Higher-Education (NTHE) report.

- COMPLETE
- Final draft version of the report was completed May 2004 but the request for additional information was never followed up (this is related to Items 9 and 20)

6. Produce a high school participation rate report.

- COMPLETE
- 2005 Routine reports Fall, Spring, and Annual, published on Pima Web.

7. Produce a census-track participation rate report.

- COMPLETE
- Versions of the zip-code mapping were prepared on the ad hoc basis (e.g., NW, DV, NELC, SELC, etc.)
- Penetration rates were routinely analyzed and included in the Fact Book.

8. Produce a targeted programs job placement report.

- ON-GOING
- Individual reports (esp. occupational programs that are externally accredited) conducted surveys and prepared reports
- Perkins data, DES & UI (Unemployment Insurance) data

- Graduate Surveys conducted by IR
- Specifications are also needed about targeted programs.

9. Produce a longitudinal assessment and placement report.

- ON-GOING
- Numerous ad hoc analyses reports were conducted on this, and # 20
- Need further specifications (e.g., how to handle students taking assessment tests at one campus but later enrolled at another campus?)

10. Evaluate the effectiveness of campus/center program and course offerings.

- ON-GOING
- The term of effectiveness needs to be defined before we can make a research design for it.

11. Enhance the existing program review process.

- COMPLETE
- See Strategy 1.7

12. Produce a targeted service area demographic analysis report.

- COMPLETE
- Clear and accurate monthly DSR reports which collect data on caseload size, ethnicity, and student contacts. Completed/ongoing
- Service Area Profile report was prepared and published on Pima website in April 2005
- Demographic analyses were conducted for Title III and V grant application in early 2006
- Various ad hoc reports were prepared to address the requests, e.g., Northwest Campus planning retreat analysis.

13. Produce short and long term enrollment projection report.

- COMPLETE
- PIR prepared ad hoc reports for different audiences

- Special reports were prepared for the Chancellor's Cabinet and BOG on Pima enrollment for Pima County (Jan/Feb/Apr/May/Aug 2005)

14. Evaluate effectiveness of student services annually.

- COMPLETE
- Annual students survey on students services were discontinued (refer to Initiatives 1.6 and 4.5 as examples on enhancing students services)

15. Produce a campus-level enrollment statistics report.

- COMPLETE
- Reports have been developed for assessing and managing enrollment activities.
- Develop a withdrawal report identifying the reason for student withdrawal, withdrawal date patterns, and courses being dropped. Data to be collected through Admissions and Registration.
- Develop Statistical reports on financial aid activities and services provided. Completed/ongoing
- Routine reports are produced for each term and published on the web

16. Produce a cross-campus enrollment patterns report.

- COMPLETE
- Develop a withdrawal report identifying the reason for student withdrawal, withdrawal date patterns, and courses being dropped. Data to be collected through Admissions and Registration.
- Develop Statistical reports on financial aid activities and services provided. Completed/ongoing
- Various reports were prepared on cross-campus enrollment patterns on the ad hoc basis (e.g., report on frequency distributions of students enrolled at more than one campuses (Jan 2006)

17. Produce a class scheduling patterns and enrollment by time of day report.

- COMPLETE
- Multiple reports were prepared on an ad hoc basis
- Reports also prepared by the curriculum office
- No comprehensive analysis on all aspects of the issue is conducted.

18. Produce a class delivery methods analysis report.

- COMPLETE
- Multiple ad hoc reports were prepared (e.g., College's response to North Central Association questions about on-line programs)
- No comprehensive analysis has been conducted yet.

19. Produce a retention analysis of within and across terms report.

- COMPLETE
- Various ad hoc reports were prepared on retention analysis, e.g., Dev Ed report (Summer 2005) to answer some specific questions
- Response to North Central Association questions about on-line programs
- An overall analysis needs to consider students' intent as an important factor (see Item 3)

20. Produce an analysis of assessment and placement by campus report.

- COMPLETE
- Numerous ad hoc analyses & reports were conducted on this and # 9.
- Need further specifications (e.g., how to handle students taking assessment tests at one campus but later enrolled at another campus?)

21. Produce a facilities utilization analysis report.

- COMPLETE
- Produce a facilities utilization analysis report. Facility planning office is responsible for the report which was published half a year ago.

22. Produce an analysis of impact of pre-requisite enforcement on enrollment patterns report.

- COMPLETE
- One report was prepared for the task force (April 2004), investigating math and writing prerequisites.
- Additional data were requested but PIR was never asked to come back to the committee.
- WRT is awaiting Fall 2005 data.

Strategy 4.5 Enhance student services delivery. ***Complete and on-going.***

Completion Date: March 1, 2006

Responsibility: Campus Presidents, Provost/Executive Vice Chancellor

Actions:

1. Increase accessibility and effectiveness of admissions processes.

- COMPLETE
- Implemented online admission
- Increase frequency of mailing of admissions letter from a weekly to a daily process.
- Implemented on line transcripts and implemented on line payment option Implemented on line admissions in 5/2004.
- Successful coordination of transcript evaluations resulting in reduction to a two week turn around on requests.

2. Expand and improve assessment testing access and capabilities.

- COMPLETE
- Established pilots for on line/remote testing with the Accuplacer placement test and conducted placement testing in various off site venues
- Approved college use of CESLA as an Ability to Benefit Test for ESL students 1/ 2005.
- WC serves as the only campus based GED test center for the district. The number of GED tests administered has increased and is expected to continue to increase due to AIMS testing
- Increased hours of availability for students to the Assessment and Testing Center to include Saturdays from 9:00am – 1:00 pm

3. Expand access and enhance the Orientation Program.

- COMPLETE
- Develop statistical reports on New Student Orientation data including student test scores and placements, credit hour enrollment patterns, course specific enrollment and student evaluations.
- Full Day New Student Orientation Pilot.
- Updated Orientation presentation to include more information on Financial Aid, including Standards of Academic Progress and basic processing information. Added Orientation sessions specifically geared toward ESL students utilizing the expertise of our full-time ESL faculty as leaders. Added interactive components to the Orientation presentation to increase effectiveness and engage students earlier in the process. Continue publishing the Orientation schedule both in the online calendar and in paper format for students who come to campus – schedule is developed one semester in advance to ensure early access to Orientation dates. Included enhanced Orientation options for high school students through K-12 Outreach Coordinator partnership with Advising & Counseling.

4. Improve availability and accuracy of student advising.

- COMPLETE
- Implementation of Automated Degree Audit process.
- Implemented weekly mailing of “transcript received” letter which advises students how to get their transferred credits evaluated
- Implemented a transcript evaluation appeal process.
- Increased efforts to provide transfer advising to students and access to potential transfer institutions by offering free tables for college representatives and advising space within the Counseling & Advising Center.

5. Improve the registration process.

- COMPLETE
- Continue to cross-train staff to improve registration, advising, and financial aid processes.
- Regularly set up self-serve computer kiosks during peak registration to allow students to look up classes, print schedules, check grades and utilize online registration – permanent kiosks have been received and will be installed in Spring 2006 to be available year-round.
- Implemented online withdrawals Implemented a twice weekly mailing to all students registered for an online course providing instructions on how to access their online course

- Implemented faculty 45th day reporting on line.

6. Expand access and improve financial aid processes.

- COMPLETE
- Continue to work on the Financial Aid Improvement Plan goals to improve financial aid processes.
- Host the College Goal Sunday each year to encourage prospective college students about making plans for higher education.
- All Campus Coordinators now able to certify files. Campus based services markedly expanded. Wait time for awards after files are complete reduced from 8 weeks to 2 weeks
- Increased the competency levels of Financial Aid staff to provide more comprehensive services.

7. Improve payment and refund options.

- COMPLETE
- Instituted on line payments.
- Established a regular weekly payment and delete schedule.
- Implemented a procedure to notify all students immediately in writing when financial aid payments are reversed.
- Gift Certificate Program Initiated.

Initiative 5 Develop Our Human Capital

Overall Responsibility: Executive Vice Chancellor for Administration

Strategy 5.1 Implement a comprehensive organization orientation for regular Pima employees. **Complete.**

Completion Date: April 15, 2005

Responsibility: Executive Vice Chancellor for Administration

Actions:

1. Assess the effectiveness of the current orientation process.

- COMPLETE
- December, 2003 Needs assessment. Office of Professional Development.

2. Identify mandatory topics and essential knowledge to include Vision, Mission, Values, College Goals and organizational structure.

- COMPLETE
- March, 2004 Cabinet review of needs.

3. Design a mandatory orientation for new staff, faculty and administration.

- COMPLETE
- June, 2004 Cabinet approved first day and first year activities to complete staff/administrator orientation to College.

4. Create the district-wide infrastructure for delivery of a comprehensive orientation.

- COMPLETE
- July, 2004 Orientation overview and technology basics scheduled every other week throughout the year. Foundation topics to complete first year orientation are offered 4 times per year; once each quarter. Office of Professional Development.

5. Inform employees of the orientation requirements.

- COMPLETE
- July, 2004. Human Resources Operations.

6. Report quarterly to the College leadership on participation level.

- COMPLETE
- October, 2004 Utilization report tracks newly hired employee from start day to completion of required first year topics. Office of Professional Development.

Strategy 5.2 Expand programs that teach employees how to use technology. ***Complete and on-going.***

Completion Date: April 15, 2006

Responsibility: Executive Vice Chancellor for Administration

Actions:

1. Identify core technology competencies for employees.

- COMPLETE
- March, 2004. Core requirements essential to employees determined through Information Technology management team. Continual improvement process in place.

2. Develop a basic technology skills assessment process for existing employees.

- COMPLETE
- Identify requirements of technology skills in all job postings. In Progress. Action 2 is part of Initiative 3.0, Get and Keep Talented Workers, Phase 2 implementation. Expected completion December, 2006. Human Resources Operations.

3. Create the district-wide infrastructure for delivery of mandatory basic technology training.

- COMPLETE
- July, 2004 Orientation first and second day delivers core knowledge. Human Resources Operations.

4. Inform employees of mandatory technology skills requirements.

- COMPLETE
- Inform requirements of technology skills in job postings. In Progress. Action 4 is part of Initiative 3.0, Get and Keep Talented Workers, Phase 2 implementation. Expected completion: December 2006. Human Resources Operations.

5. Report quarterly to the College leadership on participation level.

- COMPLETE
- October, 2004 Utilization report tracks participation in technology learning activities and reports quarterly. Office of Professional Development.

Strategy 5.3 Expand programs that help employees apply customer service principles.
Complete.

Completion Date: April 15, 2006

Responsibility: Executive Vice Chancellor for Administration

Actions:

1. Identify core customer service competencies.

- COMPLETE
- June, 2004 PimaCARES, Telephone Protocol Task Force.

2. Create the district-wide infrastructure for delivery of mandatory customer service.

- COMPLETE
- July, 2004. Customer Service and the Pima Product is an essential learning topic offered four times per year; once each quarter. Office of Professional Development

3. Educate employees of the mandatory customer service requirements.

- COMPLETE
- August, 2004. Customer Service is embedded into other training topics such as performance management, building effective teams, technology. Orientation, Foundations and embedded. Office of Professional Development

4. Report quarterly to the College leadership on participation level.

- COMPLETE
- October, 2004. Utilization report tracks participation in learning activities and reports quarterly. Office of Professional Development.

Strategy 5.4 Develop a Leadership and Management Academy. **Complete.**

Completion Date: September 30, 2005

Responsibility: Chancellor, Director of Organizational Development

Actions:

1. Identify leadership and management core competencies essential to the effective direction of the College.

- COMPLETE
- September, 2004. Research of national programs, best practices. Chancellor, Office of Professional Development.

2. Identify the competencies and prerequisites for entry into the leadership and management academy.

- COMPLETE
- March, 2005. Subcommittee Administrative Leadership defines Administrative Leadership to include managers, directors and administrators.

3. Create and implement the leadership and management academy.

- COMPLETE
- April, 2006. Cabinet and Chancellor recommend program for approval.

4. Inform employees of the leadership/management development opportunity.

- COMPLETE
- April, 2006. DEAG, Deans, Directors notified of Summer, 2006 Academy requirement.

5. Report quarterly to the College leadership on participation level.

- COMPLETE
- October, 2004. Utilization report tracks participation in learning activities and reports quarterly. Office of Professional Development.

Strategy 5.5 Create individual career development plans for employees. **Complete.**

Completion date: December 15, 2005

Responsibility: Executive Vice Chancellor for Administration

Actions:

1. Design a research tool to identify career paths, core job competencies, and the topic content for each career track.

- COMPLETE
- March, 2006. Office of Professional Development.

2. Create career tracks.

- COMPLETE
- May, 2005. Seven tracks (paths) identified. Chancellor Cabinet approved.

3. Develop the content and method of delivery.

- COMPLETE
- Comprehensive Program and Annual Plan for Employee Development recommended and approved annually. College wide Professional Development Committee; Chancellor's Cabinet.

4. Identify and train facilitators.

- COMPLETE
- This is an ongoing activity. Office of Professional Development

5. Calendar annual workshop offerings to be published each summer.

- COMPLETE
- This is an annual activity. Office of Professional Development.

6. Inform supervisors and employees of opportunities.

- COMPLETE
- This is an annual activity. Office of Professional Development

7. Report to the College leadership on participation level.

- COMPLETE
- Information is available to create plan. In Progress. Electronic access to information, path and plan development are dependent upon Learning Management System purchase and implementation. Office of Professional Development.

Strategy 5.6 Revise and enhance the performance evaluation tools for all employee groups.
Complete.

Completion date: April 15, 2006

Responsibility: Executive Vice Chancellor for Administration

Actions:

1. Develop tools for evaluation.

- COMPLETE
- Recommendation for staff evaluation process and forms ready for presentation to Chancellor's Cabinet. Faculty and administrators, complete.

2. Develop workshops for evaluators and those being evaluated.

- COMPLETE
- Performance Evaluation - preparation workshop is essential learning for all employee groups offered 4 times per year. Office of Professional Development.

3. Implement annual evaluations.

- COMPLETE
- Manual system. In progress. Learning Management System will allow employees and their supervisor to access information as needed. Office of Professional Development.

4. Link evaluations to development through needs assessment.

- COMPLETE
- July, 2004. Manual tracking of development needs identified on annual performance evaluation. In progress. Learning Management System will identify, consolidate and track as needed.

5. Report to the College leadership.

- COMPLETE
- Information is provided annually. In Progress. Electronic access to information, path and plan development at any time by management and the employee are dependent upon Learning Management System purchase and implementation. Office of Professional Development.

Initiative 6 Expand Institutional Technological Capabilities

Responsibility: Vice Chancellor for Information Technology

Provide effective, accessible, and secure technological support for all administrative and educational structures.

Strategy 6.1 Create a college-wide Web-based enterprise system. **Complete.**

Completion Date: April 30, 2006

Responsibility: Vice Chancellor for Information Technology

Actions:

1. Create and implement an infrastructure, including human resources, that supports a college-wide Web-based enterprise system.
 - COMPLETE
 - New Web site implemented with positive results and recognition including nine local and four national design awards.
 - The new portal access to internal web-based information is currently being piloted by six faculty. Nine course sections will pilot the material in the summer. Substantial deployment is scheduled for the fall of 2006 with full deployment taking place in January 2007.
2. Implement a content management system that supports web development and maintenance.
 - COMPLETE
 - Content Management System installed and being used for new Web site. Almost 80 employees have been trained and are actively using the CMS. The system will also be used with the MyPima portal.

3. Develop a high impact College web site with effective design, navigation and content.
 - COMPLETE
 - New Pima homepage implemented with new content and functionality added on a regular basis.
4. Implement an effective web site search engine.
 - COMPLETE
 - Verity Ultraseek search engine successfully implemented with new Pima Web site.
5. Implement online public access that provides current information on programs, courses and services.
 - COMPLETE
 - Updated and revised information for programs, courses, and services is now available on the new Pima web site.
6. Implement online admissions.
 - COMPLETE
 - The online admissions module of Banner is implemented. Based on user feedback, the online admissions input screens are being re-designed for increased usability.
7. Enhance course selection and registration online.
 - COMPLETE
 - User friendly course descriptions and outlines are now available on the new Pima Web page.
 - On May 1, 2006, online registration was deployed for CEU and Non-Credit courses.
8. Implement accessible, user-friendly technology that supports web-based instruction and student services.
 - COMPLETE
 - Improved functionality with the New Pima Web site. The MyPima portal pilot will launch May 30th for summer classes with improved accessibility and communications.

9. Implement college-wide intranet capability.

- COMPLETE
- The MyPima portal pilot will go live on May 30th.

10. Implement online degree audit.

- COMPLETE
- Banner module for degree audit (CAPP) activated; Occupational programs without general education, AGECE, and transfer programs are entered into CAPP and are available for use by advisors and degree audit staff. Remaining occupational degrees will be available Fall '06.

Strategy 6.2 Expand access to and improve the College's Distance Education program.
Complete.

Completion Date: April 30, 2006

Responsibility: Community Campus President

Actions:

1. Create infrastructure, including human resources, equipment, policies and facilities, to provide comprehensive distance education services for students and faculty.

- COMPLETE
- Human resources
 - Hired 3 Instructional Designers, 1 graphics designer, 1 Web CT technical support specialist. Hiring process nearing completion on 2 full time science faculty. Online and face-to-face faculty training under revision to adapt to new version of WebCT and was completed by January 2006.
- Equipment
 - Funds approved in the capital outlay plan to purchase computers for the development of a call center.
- Policies and facilities
 - Policies, Regulations, and Standard Practice Guides developed and sent to the Provost and Presidents prior to going to Chancellor's Cabinet. Facilities renovation begins after July 1, to be completed by Aug 8.
- Provide comprehensive distance education services for students and faculty.
 - First draft of the student services SPG developed. Sample WebCT course developed and placed online for student orientation to WebCT. Student orientation CD nearing completion.

2. Create new programs that can be accomplished exclusively via the internet.

- COMPLETE
- Currently available: AGS, AGECE – A, Post degree Teacher Certification, Elementary and Secondary; Human Resources Management Certificate; Nearing completion – AAEE, Middle school, reading and ESL Endorsement certificates; revision of Ed Technology Certificate. Total number of fully on line courses developed by the instructional designers to date: 53. Thirty seven courses are scheduled for development next year. Have received NCA approval for the Associate of Arts Degree for Transfer in Liberal Arts; Post Degree Certification, Elementary and Secondary Education; Human Resources Certificate to be offered in the distance education method of delivery.

3. Create and implement process for prioritizing proposed new courses and programs for distance delivery, including credit, non-credit, customer-funded and combined modality courses.

- COMPLETE
 - CC implemented the plan for development of Distance Education programs and courses for next year. Campus Chief Academic Officers submitted new programs and courses to be developed next year on April 15, 2005. Distance Education Advisory Group met, received their charge from President

Kooi, and forwarded recommendations of programs and courses to be developed next year to President Kooi on May 2, 2005.

4. Implement distance education program standards district-wide.

- COMPLETE
 - Standards developed and briefed to campus Presidents and Chief Academic Officers. Draft BP, Regulation, and SPG forwarded to Provost and Campus Presidents for comments.

Strategy 6.3 Install infrastructure to meet current and new operational needs. **Complete.**

Completion Date: September 30, 2005

Responsibility: Vice Chancellor for Information Technology

Actions:

1. Implement an institutional plan for purchasing and allocating replacement equipment, administrative PCs and peripherals, classroom and lab PCs and peripherals, classroom instructional delivery systems, servers and network hardware.

- COMPLETE
- Classroom and Administrative PC plan finished and will be updated every year.
- Network and server equipment replacement plans completed and will be updated every year.
- Technology standards for classrooms completed.

2. Implement Disaster Recovery Plan that provides the ability to perform payroll functions at a second location.

- COMPLETE
- Site selected and prepared at MS Facility; Network connections enhanced to gigabit connectivity through I-NET; Server equipment in place, Banner running at recovery site with ability to process payroll.

3. Develop an expanded Disaster Recovery Plan based on evaluation of risk, cost and ultimate benefit.
 - COMPLETE
 - A report with IT disaster recovery risks, capabilities, and costs was prepared and presented to Cabinet. A decision was made to stay at the current level of disaster recovery capability at this time. PCC IT disaster recovery capabilities will be evaluated every two years for relevancy.
4. Provide technology infrastructure coverage 24 hours every day.
 - COMPLETE
 - A plan for 24 hour coverage using on-call employees with electronic systems notification is in place.

Strategy 6.4 Use digital technology to simplify work flow, enhance communication and improve business practices. ***Complete and on-going.***

Completion Date: April 30, 2006

Responsibility: Vice Chancellor for Information Technology

Actions:

1. Create infrastructure, including required staffing and equipment, install and configure new email/calendar for all employees.
 - COMPLETE
 - Microsoft Exchange email, calendaring, task management, and SPAM filter implemented for all employees.
2. Implement student email.

- COMPLETE
- Student email available via MyPima portal for pilot 2006 summer classes. Email available to all credit students in August 2006.

3. Implement class scheduling software.

- COMPLETE
- Class Tracks installed and running with 3 years of data. Training and increased utilization continuing on an ongoing basis.

4. Implement infrastructure for electronic forms, routing and approvals.

- ON-GOING
- Hardware and software is in place.
- Workflow implementation is dependent upon business process review to be completed during the next College Plan.

5. Select and install applications to analyze business processes.

- COMPLETE
- Software modeling tool installed.

Initiative 7: Enhance Government and External Relations

Pima Community College is committed to fostering links with government and community constituents to advance the Mission and Goals of the College.

Strategy 7.1 Create a comprehensive and coordinated legislative advocacy program.
Complete.

Responsibility: Chancellor

Completion date: March 30, 2006

Actions:

1. Develop and implement objectives, policy, programs and strategies.

- COMPLETE
- Pima Community College Legislative Initiatives Brochure developed with the assistance of the Campus Presidents has been distributed to all members of the Pima County legislative delegation as well as to key legislative Committee members
- Government Relations staff met with key members of the Governor's office to discuss the FY06 Budget.
- Chancellor Flores testified before two key House Committees to discuss the Community College agenda with a primary focus on the Tuition Opportunity Program.
- Government Relations staff continue to meet and discuss legislative priorities with legislators, staff and state association members.
- Government Affairs staff has continued discussions of legislative issues with the Chamber of Commerce, Tucson Regional Economic Opportunities, Inc. (TREO) and the Southern Arizona Leadership Council (SALC).
- Planning was conducted for a possible bond election in the fall 2005.

- Chancellor Flores testified before two key House and Senate Committees in support of legislation permitting Community Colleges to offer baccalaureate degrees.
- College actively worked with a coalition of local and county governments to defeat Cable television legislation detrimental to the college
- Chancellor Flores met with Governor Napolitano to discuss higher education issues. It was a very positive meeting and there will be follow-up with the Governor's Office.
- Chancellor Flores was appointed to the Governor's Arizona P-20 Council and regularly attended meetings.
- The college hosted and helped organize a community forum on higher education reform sponsored by the House and Senate Ad Hoc Committee on Higher Education Reform.
- Chancellor Flores testified before the Senate Higher Education Committee in support of HB 2058 that would require Pima County Community College to conduct a feasibility study on the need for a 4-year baccalaureate degree in Southern Arizona.

2. Strengthen ongoing communications with legislators and executive-branch policy-makers.

- COMPLETE
- Governor Napolitano and Congressman Kolbe were featured speakers at the 2004 All College Day.
- The College sponsored the only Tucson city-wide forum on Proposition 200.
- Pre-election information session with a legislator held at East Campus.
- Holiday parties held to honor the Pima County legislative delegation.
- Staff engaged Maricopa Community College in discussions as to issuing a joint legislative brochure.
- Government Affairs worked closely with Governor Napolitano's office to arrange for the Governor's use of PCC facilities for several major policy discussions with the community.
- Staff worked with Board, faculty groups and employee groups to send timely information to legislators.
- Staff continued to provide information and notices of support and concern to legislators during the legislative session
- Staff is working with Clean Elections Commission on the college's sponsorship of candidate debates.

3. Develop an advocacy network within the Pima Community College community.

- COMPLETE
- A College legislative alert program is ready when necessary for the new legislative session. Legislative list serves developed for this purpose have been utilized to get timely message to the legislators.
- Discussions have been held with the student leaders towards their participation in the legislative process and student visits were made to the capitol during the legislative session.

4. Foster increased coalitions in the private sector for legislative initiatives.

- COMPLETE
- Public Information staff has a new speakers' bureau, with updated topics from faculty, administrators and staff.
- We are working with IT on Web page implementation and eventual interactive capability for data collection and information retrieval.
- We have updated a list of civic clubs for future contacts and speaking engagement scheduling.

Strategy 7.2 Enhance government relations activities at the federal level. **Complete.**

Responsibility: Vice Chancellor for Government and External Relations

Completion date: March 30, 2006

Actions:

1. Develop and implement strategies to expand the College's voice in federal activities.

- COMPLETE
- Discussions around the new initiatives in medical care education are ongoing. Staff arranged a meeting between Campus representatives and Pima County Government to discuss possible areas of involvement.
- Government Relations staff has received proposals from highly qualified Washington consulting organizations and has begun preliminary discussions.

- AACC appointed Vice Chancellor John Gabusi to its government relations committee.
- PCC participated in the AACC Federal Legislative DC Summit February 14-16. Meetings were held with Congressman Kolbe, Congressman Grijalva and their staffs, and the staff of Senator Kyl. Meeting was held with the Assistant Secretary of Education.
- College is actively working with coalitions to preserve federal funding for the Trio Programs, Family Literacy and Adult Basic Education.

2. Identify and seek federal resources to support the College’s mission and goals.

- COMPLETE
- The Government Relations has been working with the college grants office to help determine the viability of grants and to provide support at the federal level to secure non-ministerial grants. The College has begun to use a grants finder and tracking service, ECivis.
- Staff is working with Congress to assist in the acquiring for the aviation program Department of Defense surplus equipment.

3. Develop strategic alliances to implement initiatives for federal support.

- COMPLETE
- Government Relations staff is active in forging medical and health alliances to support the College’s medical education initiatives.
- Additional alliances will be established based on legislative priorities.

Strategy 7.3 Maximize community and media relations to support the goals of the College.

Complete.

Responsibility: Vice Chancellor for Government and External Relations

Completion date: March 30, 2006

Actions:

1. Develop and implement a communication plan.

Components of the plan:

- COMPLETE
- A) Explore a major new relationship with Cox Communications
 - COMPLETE
 - Staff met with representatives of Cox Communications to discuss outreach and funding benefits, equipment and student placement opportunities. Additional meetings were held with a member of the City Council. Presently, the College is continuing to work with the other PEG groups in dealings with the City and Cox
- B) Develop a series of live, participatory town halls (community forums)
 - COMPLETE
 - Public Information staff have the capability to initiate community dialogue through one or more town halls, should an education topic surface that will benefit from this kind of dialogue.
 - Public Information provided major publicity support for the College Prop. 200 forum in fall 2004.
- C) Launch a spring speakers' series to showcase the expertise of our teachers
 - COMPLETE
 - The PCC Speakers Bureau has signed on more than 20 participants from among faculty and administrators.
 - Public Information staff worked with Center for the Arts to showcase performing arts faculty in conjunction with the students' spring performance, *Crazy for You*.
 - Faculty are showcased on PCC Cable channel on *Conversations with the Chancellor*, and at Community Leader luncheons.
- D) Inform key government contacts about major print media coverage: send story electronically to legislators, governor and others
 - COMPLETE
 - Public Information staff enabled electronic delivery of major print media coverage to various constituents.

2. Design involvement activities to target key constituents

- COMPLETE
- Chancellor's Community Leader luncheons were held at all six campuses during 2004/2005, involving more than 250 community leaders.
- More than 300 companies participated in the fall and spring career fairs, with an estimated attendance of more than 7,000 PCC and University of Arizona students and general public job-seekers. Partners: City of Tucson and Tucson Newspapers and sponsors AOL, afni, Intuit, Citi Cards and Sears.
- Public Information showcased the link between education and employment at an employers luncheon on March 30 at the Tucson Convention Center featuring more than 300 company representatives and PCC Career Fair partners City of Tucson and Tucson Newspapers as well as corporate sponsors.
- Cabinet members participated in fundraising for KUAT-TV in December, building bridges with the local public television station.
- Public Information scheduled Chancellor Roy Flores to interview faculty and targeted community leaders for cable television's *Conversations with the Chancellor*, which runs multiple times each week on the PCC channel.
- Public Information is designing involvement with key constituents by developing communications plans for the Center for the Arts and for major college wide initiatives and campus events - for example, a student marketing project with the Dept. of the Navy; the Year of Languages; a Feb. series of workshops and gallery presentations by Mexican visitors; and unusual classes and programs.
- Public Information staff is expanding the existing Alumni Web page to feature photo images and text profiles of outstanding alumni. We have gathered content, revised text and processed images for current alumni groups featured in Best of Pima and All-Arizona Academic Team recognition programs, and alumni in the news.
- We established contact with a small group of alumni who are knowledgeable about the College, whom we can update regularly and count on as potential spokespersons on College issues.
- We established contact with parents of graduating class members of 2005 with a special event focused on family support of students.

3. Provide accurate, timely and responsive information to the media.

- COMPLETE
- Local print and electronic media updated regularly.
- All media inquiries logged and provided a response within 24 hours--typical response time is within three hours.

4. Produce quarterly updates to media regarding the College Plan and the progress made on the seven initiatives.

- COMPLETE
- Public Information staff continues to liaise with Research and Planning to confirm the status of the College Plan's initiatives to inform media on progress.

5. Establish a student leader contact pool to represent the College from the student perspective to the media.

- COMPLETE
- The student leader contact pool was established, is growing, and is used to assist media to bring the student perspective to stories.

6. Foster effective communications between the College community and the media.

- COMPLETE
- Public Information' daily phone and e-mail interaction with contacts continues to build cordial relations with all local media.
- Dialogue with and coaching of College spokespersons continues to be a productive way to foster effective communications with media.

7. Provide media relations training to key College leaders and staff.

- COMPLETE
- Last summer, 15 PCC administrators and staff attended a teleconference training session, "How to Control the Media Interview," organized by Public Information. Participants found this workshop helpful.
- We met with and mentored the Aztec Press editor during the school year.
- Public Information staff presented Public and Media Relations training as part of the College's Organizational and Professional Development Cornerstone Series in March 2005. Representatives from all campuses attended, including several deans and two presidents.

- Public Information staff organized orientation and introductions to key leaders for the new *Tucson Citizen* higher education beat reporter, and for the new *Arizona Daily Star* higher education beat reporter.
- Public Information staff is active on the Student Publications Advisory Board, fostering student growth through publications like the Aztec Press and SandScript.

8. Establish and maintain involvement with the Office of the Provost to provide media with story leads tied to marketing priorities.

- COMPLETE
- Public Information staff met and collaborated with the AVC for Marketing, re: the final draft of the College Marketing Plan and we continue to collaborate on the implementation.

Strategy 7.4 Provide leadership in the development of relations with the public and private sectors. **Complete.**

Responsibility: Vice Chancellor for Government and External Relations

Completion date: March 30, 2006

Actions:

1. Foster strong relationships with key elected officials, organizations and businesses.

- COMPLETE
- We participated in a national conference on state relations sponsored by AACC, CASE, AASCU and NASULGC attended by more than 100 government relations staff from Community Colleges, Colleges and Universities.
- Chancellor Flores met with TUSD School Superintendent Roger Pfeuffer to discuss JTED developments **In the region and the College role in that development.**

2. Develop partnerships that maximize opportunities to further the College’s mission and goals.

- COMPLETE
- The Government Relations Executive Assistant served as the chairman of the Education Legislation Committee of the Greater Tucson Strategic Partnership for Economic Development (GTSPD) and made a presentation to legislators and community and business leaders on key education initiatives for 2005.
- Public Information staff initiated a meeting between the Tucson International Airport staff and Center for the Arts staff to establish an arts presence for faculty and student works in the new TIA facilities. The faculty art display was installed at the airport in March 2005. Student and College image art projects at the airport are under discussion for future implementation.