



PimaCommunityCollege

College Plan 2006 – 2008

Final Report

08/13/2008

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Introduction

The 2006-2008 College Plan covered the period from July 1st 2006 through June 30th 2008. It focused efforts on five initiatives:

1. Improve Institutional Outcomes
2. Expand Access to Learning
3. Establish a Student Retention System
4. Improve Processes and Operations
5. Optimize Use of Physical Assets

The Plan included 37 strategies and 201 action items, which explored important issues affecting students, employees, and the wider community. This report includes the detailed activities that were carried out in order to complete the strategies and actions. For each activity, a brief description is included and the administrator who coordinated the activity. Of the 201 action items, 199 were completed within the Plan time period. The two incomplete actions, both in Strategy 5.5, will be completed during the current fiscal year.

Completion Status

Initiative	Strategies	Actions	Actions Completed	Percent Actions Complete
1. Improve Institutional Outcomes	11	73	73	100%
2. Expand Access to Learning	6	35	35	100%
3. Establish a Student Retention System	11	45	45	100%
4. Improve Processes and Operations	3	26	26	100%
5. Optimize Use of Physical Assets	6	22	20 ¹	91%
TOTAL	37	201	199	99%

¹ The two incomplete Action Items in Initiative 5 *Optimize Use of Physical Assets* will complete during the current fiscal year.

Initiative 1: Improve Institutional Outcomes
Overall Responsibility: Dr. Suzanne L. Miles, Provost

Strategy 1.1 Create institutional performance indicators

Responsibility Dr. Heather Tilson, Executive Director of Planning and Institutional Research

Completed 3/31/07

1.1.1 Review current research on higher education performance indicators.

- 1) Downtown Campus Division Dean for Science and Communication Arts has been involved in reviewing current research in this area. He was selected to participate in the Higher Learning Commission Peer Review Corps and AQIP process. Attended the AQIP workshop the week of March 13, 2007. (Bia)
- 2) Several DC faculty and staff currently serve on the Standing Student Learning Outcomes committee, co-chaired by the Downtown Campus President. (Bia)
- 3) Examined, collected and compared performance indicators of our benchmark institutions. (Tilson)

1.1.2 Select appropriate indicators for core College functions.

- 1) Evaluated and selected pertinent performance indicators for Pima Community College. (Tilson)

1.1.3 Create an electronic “dashboard” delivery for indicator data that is readily available to the public and provides comparable data to other districts.

- 1) Community Campus staff have supported district selection and implementation of centralized contracts tracking/monitoring software. (Kooi)
- 2) Designed, constructed and posted electronic dashboard including each performance indicator on college website to be completed by March 31, 2007. (Tilson)

1.1.4 Use indicator data to improve institutional effectiveness.

- 1) These performance indicators are available on the Planning and Institutional Research area of Pima Community College Web site for their use in improvement of institutional effectiveness. (Tilson)

Strategy 1.2 Create a college-wide approach to planning and institutional research report production

Responsibility Dr. Heather Tilson, Executive Director of Planning and Institutional Research. Dr. Sharon E. Blanton/Kirk Kelly, Vice Chancellor of Information Technology

Completed 7/31/07

1.2.1. Develop a comprehensive understanding of end user needs.

- 1) Community Campus President's Cabinet members met with Planning and Institutional Research staff to discuss reporting needs that would support campus operations. (Kooi)
- 2) Planning & Institutional Research conducted focus group discussions with each campus cabinet April through early September 2006 to determine institutional data/reporting needs. (Tilson)

1.2.2 Consolidate and prioritize end user needs.

- 1) Organized focus group feedback into emerging themes which focused on student data and longitudinal analysis of student success. (Tilson)

1.2.3 Create and maintain a centralized data storage system.

- 1) Created a shared drive for Planning & Institutional Research and deposited and organized works produced by Planning & Institutional Research staff. (Tilson)

1.2.4 Create a comprehensive planning and institutional research report inventory.

- 1) In collaboration with Finance and Information Technology, PIR has created a comprehensive Institutional Research Report Inventory which will be made available online summer of 2007. Business Objects Enterprise (our new reporting platform) is set up as a repository for our institutional reports and is currently being used by PIR, Finance, and IT analysts. (Tilson)
- 2) A research database has been established to monitor active research projects in Planning and Institutional Research. The database is used to generate reports on currently active projects, recently completed projects and it stores key information on previous projects. (Tilson)

1.2.5 Establish new and revise existing reporting tools for end users.

- 1) Community Campus staff communicated end-user needs related to finance reports via the Business Manager group. (Kooi)
- 2) Selected Crystal Reports (Business Objects). Created an online request process for changes to existing or development of new reports. In the summer of 2006, Planning & Institutional Research (PIR) in cooperation with the Information Technology (IT) Department and the Finance Department initiated investigation into new reporting tools that might be available for the efficient and cost effective collection, dissemination and/or review of institutional reports. (Tilson)
- 3) In September 2006, it was recommended that Pima Community College adopt a new reporting platform based upon the Business Objects Enterprises Business Intelligence

(BI) technology model; subsequently, the recommendation was approved and adopted in October 2006 by the Provost/Executive Vice-Chancellor Academic & Student Services and the Vice-Chancellor of Information Technology. (Tilson)

- 4) In December 2006, a joint team of PIR, IT and Finance representatives was established under the direction of the Executive Director of Planning & Institutional Research and the Vice-Chancellor of Information Technology to address the transition of institutional reports over to the new Business Objects Enterprise/Crystal Reports platform. (Tilson)
- 5) In March 2007, the Governing Board approved the funding for this endeavor in its FY08 & FY09 Capital Budget. (Tilson)

1.2.6 Provide training and support for reporting tools.

- 1) Numerous Finance employees were trained in Crystal Reports and provided the software to utilize in their day to day activities. (Bea)
- 2) The Office of Organizational and Professional Development redesigned "Pima Reports" workshops to be specific to employee groups. Classes include "Enrollment and FTSE," "Introduction to Reporting," "Scheduling Decisions for Administrators," and "Scheduling Decisions for Department Chairs." Also held workshops for "Advising, Articulation and Applies Credit" and "Assessment and Evaluation of Student Learning." There were a combined total of eight classes with 64 attendees. Classes will be repeated in May 2007. (Fugett)
- 3) PIR staff are currently facilitating Pima Report training through the Office of Professional Development. In addition, there will be a rollout plan for all new Crystal Reports for District employees by July 31, 2007. (Tilson)

Strategy 1.3 Create student outcome measures

Responsibility David W. Padgett/Brigid Murphy, Assistant Vice Chancellor for Academic Services

Completed 3/31/08

1.3.1 Implement Assessment standing committee's student outcomes measures.

- 1) Downtown Campus' Paralegal program was selected to be one of the programs piloting the new Student Learning Outcomes model. (Bia)
- 2) Obtain the plans from the assessment and developmental education standing committee's. (Duran/Vanis)
- 3) Add assessment and developmental education as standing items in the president's cabinet meetings. (Duran/Vanis)
- 4) SLO and Assessment Development: a) Each of the ten programs involved in program review will define their program outcomes. This includes ten occupational programs in Cycle 1 during 2006-2007 and the 30 transfer programs during 2008. The assessment facilitators will meet with each program to discuss and define five or six student learning outcomes for each program. Assessment of the outcomes will commence the following year. b) Six members of the Student Learning Outcomes Standing Committee attended the three-day Higher Learning Commission

Assessment Workshop in Lisle, Illinois. At the meeting, the program-level action plan was defined. c) Five members of the Student Learning Outcomes Standing Committee attended the National Association of Student Services in Phoenix. The theme of the conference was assessment, accountability, retention and accreditation. At the conference, the team met with its Higher Learning Commission student learning outcomes mentor, Dr. Robert Mundhenk, and discussed the standing committee's plans. (Padgett)

- 5) SLO Infra-structure and Planning: a) The Student Learning Outcomes Standing Committee will meet the following times during 2006-07: 9/7/06, 10/10/06, 11/16/07, 12/7/06, 1/23/07, 2/15/07, 3/6/07, 3/27/07, 4/19/07 and 5/10/07. b) Presented an Infra-structure and funding proposal to the Provost, which was approved. The proposal included funding of three assessment facilitators for 12 hours per week for 15 weeks per semester, providing program lead SLO faculty for each program, funding adjunct faculty workshops on SLOs and assessment, establishing a structure for faculty to demonstrate SLO participation as a line item on their PPP document, and implementing ETS MAPP, the Measure of Academic Proficiency and Progress general education. (Padgett)
- 6) Communication: a) Presented the program-level SLO assessment action plan to all faculty in a general session at the January 2007 All Faculty Day. B) Simone Gers, co-chair of the standing committee, presented an SLO progress to Faculty Senate on three occasions: September, October and December 2006. (Padgett)

1.3.2 Implement Developmental Education standing committee's student outcomes measures.

- 1) Developmental Education courses are being completed along with occupational and academic courses. (Padgett)

1.3.3 Review and make final modifications for educational objectives & outcomes.

- 1) All occupational programs will have reviewed and finalized their program outcomes by end of December 2007. All transfer programs will be finalized by April 2008. The program student learning outcomes are based on core course educational objectives. (Padgett)

1.3.4 Refine and implement systematic student outcomes, including retention, data gathering and longitudinal analysis.

- 1) Community Campus Workforce and Business Development Contract Training Team tracks students earning certificates and degrees using Access database. Compiled information may be used as a resource for tracking employment opportunities, career advancement, and other related indicators of educational outcomes. (Complete) (Kooi)
- 2) Four pilot programs will be conducting assessment projects by writing Program Outcomes in the spring semester 2007. The plan for the project will be drafted in the same semester. Implementation may begin in the spring of 2007 or the fall of 2007. Faculty will make improvements based on their analysis. The pilot projects' results will be gathered in spring semester 2008 to determine if the improvements are

initially successful. This process will be continuous with the pilot programs and will begin for additional programs each year based on the program review cycle. (Padgett)

Strategy 1.4 Create a consistent career service function for students

Responsibility Dr. Shirley Jennings/Dr. Robert Riza, Assistant Vice Chancellor for Student Services

Completed 12/31/07

1.4.1 Benchmark comparable institutions' career services.

- 1) The West Campus implemented a campus-wide "shadowing program," a joint project of counselors and writing faculty that helps new students connect with faculty to aide in the identification of interest areas and career exploration. (Albert)
- 2) DC Career Center Specialist attended the National Career Development Association conference and is vice-president of the newly formed Southern Region division of the Arizona Career Development Association. (Bia)
- 3) The DC is represented by two employees on the Career Services Committee, chaired by the AVC for Student Services. (Bia)
- 4) The DC Career Services Specialist is co-chair of this committee. (Bia)
- 5) One administrator and two staff from DC serve on a college committee that has conducted 11 benchmarks with other community colleges regarding career services. (Bia)
- 6) A draft report has been submitted by the college committee which will be shared with the campus cabinet. (Bia)
- 7) Community Campus Dean of Student Development, Jerry Haynes, will serve on committee AVC Shirley Jennings convened. Each participant has researched practices of other institutions. (Kooi)
- 8) Benchmarking like-institutions was completed in spring 2007. (Riza)

1.4.2 Identify new model that may include assigning counselors to students.

- 1) The West Campus implemented a campus-wide "shadowing program," a joint project of counselors and writing faculty that helps new students connect with faculty to aide in the identification of interest areas and career exploration. (Albert)
- 2) DC Counselors and the Career Services Specialist implemented a career model to promote career workshops and services on campus. (Bia)
- 3) Various models are being explored to provide career services to students. (Bia)
- 4) DC career services are well-developed, but still need enhancement to meet student needs. (Bia)
- 5) Community Campus Workforce and Business Development Center for Training and Development (CTD) student services staff are assigned as case managers to all students in the workforce learning community programs. They case manage approximately 50 active and 100 - 200 inactive students during a fiscal year. (Complete) (Kooi)
- 6) This model is too labor intensive for Pima's needs. Additional personnel needed make cost-prohibitive. (Riza)

1.4.3 Provide career services training for current student development personnel.

- 1) A DC Career Services Specialist and a Counselor received thorough training on the new Arizona Career Information Services (AzCIS) put in place by Arizona Department of Education. (Bia)
- 2) Develop career information materials including online Vocational Biographies, Resume software and video equipment to tape mock interviews. (Duran/Vanis)
- 3) Expand the career center area and increase visibility to make it more accessible to students - Relocated Career Center to Admissions area for more visibility and space. (Duran/Vanis)
- 4) Community Campus Student Development staff will participate in a District training for counselors regarding the Strong Inventory now offered at PCC. (Kooi)
- 5) Community Campus Workforce and Business Development Workforce Investment Act (WIA) Office, in coordination with campus Faculty Counselors, conducted Pima County One Stop Career Services Center orientation sessions for the Counselors and Advisors at Downtown, East and Community Campuses. Currently scheduled are West campus and Desert Vista campus, and Northwest campus has yet to be scheduled. (In Progress) (Kooi)
- 6) Community Campus Workforce and Business Development Workforce Investment Act (WIA) Office, in coordination with Pima County One Stop Job Service staff, conducted training for campus career center representatives from Downtown campus, West campus, Community campus and Center for Training and Development, in the use of a comprehensive Internet based career and job search software called the Arizona Virtual One Stop. (This software is also being offered as a choice for students in the East Campus Career Center). (In Progress) (Kooi)
- 7) Career Services workgroup will begin meeting January 2008 and design program to cross-train other student services staff, advisors, and counselors to career services available to students. (Riza)

1.4.4 Identify new personnel needs or cross-training of current personnel.

- 1) (a) The Human Resources Department, through the 2006/07 meet-and-confer process, incorporated administratively-approved cross-training of non-exempt employees as an authorized activity for step progression plans. (b) In March 2007, the Organizational and Professional Development Office will conduct an in-service for PCC counselors to understand and use tools to guide and assist students and employees in career choices. (Fugett)
- 2) West Campus arranged for Pima County One-Stop and Job Path to maintain a campus presence and make career information and services readily available. This allowed counselors to direct students on an immediate basis to workforce training and scholarship opportunities. (Albert)
- 3) West Campus arranged for Pima County One-Stop and Job Path to maintain a campus presence and make career information and services readily available. (Albert)
- 4) DC Career Services Specialist and Counselor provided a demonstration of AzCIS for the Pima County Workforce Investment Board Planning Committee. (Bia)
- 5) DC Career Services Specialist and Counselor have been invited to provide a demonstration of AzCIS for the Chancellor's Cabinet. (Bia)

- 6) Train Student Development staff using career assessment information. Training session was held on November 11, 2006. Future trainings will be planned and held throughout the year. (Duran/Vanis)
- 7) Community Campus technical staff supported and participated in PCC IT staff cross-training initiative "TECH Swap." (Kooi)
- 8) Combine with comment (1.4.3 Riza) above. (Riza)

1.4.5 Create and implement a career services model for students.

- 1) DC students now have the option of emailing their resume for an electronic Resume review. (Bia)
- 2) Students also have the option of making an in-office appointment for a resume review. (Bia)
- 3) DC Career Center is piloting a three part Career Preparation - Mock Interview series to include professionals from the legal field (private and government). This pilot will be accomplished through collaboration with the Paralegal department and the Tucson Paralegal Association. (Bia)
- 4) Implemented Career Center Open House that took place October 30 and 31, 2007. There were a total of 151 visitors who returned 134 career surveys with 23 students taking the AZCIS over the 2 day period. The count does not include an additional 47 students and 2 teachers from Alta Vista Charter School who also attended the event (Fugett)
- 5) East Campus Student Development sponsored a special workshop, Positive Career Searches, for students seeking assistance in this area. (Fugett)
- 6) Community Campus student development staff are researching online services provided by others colleges/universities with interest in developing appropriate links and access to information. Explore use of other social networks and resources such as MySpace and Wikipedia. (Kooi)
- 7) Community Campus Workforce and Business Development Center for Training and Development have two staff members trained in student services to provide comprehensive career assessment and job placement for all CTD students. (Complete) (Kooi)
- 8) NWC offering career majors fair. (Lee)
- 9) NWC counselors visit classrooms to encourage career services use. (Lee)
- 10) NWC Career Services Center was redesigned to offer more self-help opportunities. (Lee)
- 11) NWC offered career majors fair with over 50 employees. (Lee)
- 12) Model is being proposed that is consistent with benchmarked standards across the country in accordance to recommendations made by the America's Career Resource Network and the National Career development guidelines. (Riza)

1.4.6 Identify software that can help track students to the workplace.

- 1) DC Career Center Specialist previewing and testing an online tracking data base that was referred by the Workforce Development Office. (Bia)
- 2) AzCIS is a career information tool that students from middle school through college can use to explore career options and develop resumes. TUSD and other school districts in Tucson are also implementing the use of AzCIS. (Bia)

- 3) DC conducts and records mock interviews with students to help them prepare for job search and job interviews. (Bia)
- 4) This product does not exist. We are working to develop a better tracking system for Pima graduates now. (Riza)

1.4.7 Identify software that can help students with career choices.

- 1) The office of Organizational and Professional Development identified Consulting Psychology Press (CPP) as a potential resource for on-line career assessment. (Fugett)
- 2) West Campus counselors identify current web based career information and provide the web addresses to appropriate students. (Albert)
- 3) West Campus counselors utilize "Choices" to work with students who are making career decisions. The Arizona Career Information System that can be accessed directly by students. (Albert)
- 4) DC Career Center Specialist continues to incorporate all software updates with Choices Planner and the Arizona Career Information System. (Bia)
- 5) DC Career Center Specialist has reviewed SIGI Plus in preparation for the District-wide roll out within MyPima. (Bia)
- 6) DC successfully uses WinWay software to assist students with resume writing. (Bia)
- 7) We currently use SIGI 3, AzCIS, and other online resources. (Riza)

1.4.8 Link outcomes to student intent.

- 1) DC Career Center compiles activity reports on usage of all Career Center services: career related software, career resources, resume and cover letters, on and off campus job search, scholarship searches, Walt Disney World college program presentations, career fair workshops, and presentations to STU classes from DC and Pima County Adult Education. (Bia)
- 2) DC sponsored a successful Major's Fair to assist students in clarifying program interests and developing career goals. (Bia)
- 3) DC will sponsor a Student Showcase event in spring 2008 and feature class projects and recognize students and faculty for their efforts. (Bia)
- 4) DC collects student intent data in order to be able to track whether or not students accomplish their intent. (Bia)
- 5) Student intent data will show student completion and work goals met from Pima. (Riza)

1.4.9 Provide reports that measure outcomes from this service.

- 1) DC collects data on services used at DC and user's levels of satisfaction with the service. (Bia)
- 2) DC cabinet will review data/information provided by the campus in response to requests for campus information. (Bia)
- 3) Career Center Tracking form has been created and can be used by all campuses to track numbers of students and outcomes. (Riza)

Strategy 1.5 Begin preparation for 2010-2011 accreditation visit

Responsibility Dr. Suzanne L. Miles, Provost. Campus Presidents: Dr. Louis Albert, Dr. Johnson Bia, Dr. Richard Duran/Dr. Mary Vanis, Jana B. Kooi, Dr. Sylvia M. Lee, Dr. Raul Ramirez/Charlotte Fugett

Completed 3/31/08

1.5.1 Integrate the self-study with the College planning process.

- 1) The Provost's accreditation team developed and ran accreditation workshops. The first was in February 2008, and they are ongoing. (Murphy)
- 2) In the 2008-2011 College Plan development, the HCL core components addressed by each action item were incorporated into the Plan documents. This was done to relate the planning process with the 2010-2011 accreditation visit. (Tilson)

1.5.2 Identify an appropriate self-study model and schedule.

- 1) An in-house self-study model and schedule were developed in April 2007. (Murphy)

1.5.3 Send participants to the North Central Association assessment workshops.

- 1) Downtown Campus Administrators, Faculty and Staff will attend NCA assessment workshop in 2007. (Bia)
- 2) The Provost's office funded attendance at NCA assessment workshops in fall 2006, spring 2007, fall 2007, and spring 2008. (Murphy)

1.5.4 Organize data collection and analysis.

- 1) As a result of the 2004 accreditation visit, the office of Organizational and Professional Development developed processes for measuring employee learner activities. (Fugett)
- 2) PIR annually completes a survey for the NCA Higher Learning Commission covering enrollment, employment, sites, and programs. (Tilson)

Strategy 1.6 Organize and refine Developmental Education courses and program

Responsibility Dr. Shirley Jennings/Dr. Robert Riza, Assistant Vice Chancellor for Student Services, David W. Padgett/Brigid Murphy, Assistant Vice Chancellor for Academic Services

Completed 2/29/08

1.6.1 Identify and implement strategies from the Developmental Education standing committee.

- 1) West Campus developed modular course offerings in developmental education mathematics (MAT 082, 086 and 92, beginning with Math 92 as a pilot for fall 07).
A) These will be "live" classes, not self-paced; B) Offerings will be staggered so a student can move forward as they succeed, or repeat shorter modules, which should lend to overall student success (instead of repeating entire class multiple times, as

often happens now with Developmental Math). WC Retention specialist carries a caseload of identified developmental students based on their assessment scores in two or more areas. (Albert)

- 2) West Campus developed modular course offerings in developmental education mathematics (MAT 082, 086 and 92, beginning with Math 92 as a pilot for fall 07). A) These will be "live" classes, not self-paced; B) Offerings will be staggered so a student can move forward as they succeed, or repeat shorter modules, which should lend to overall student success (instead of repeating entire class multiple times, as often happens now with Developmental Math). WC Retention specialist carries a caseload of identified developmental students based on their assessment scores in two or more areas. (Albert)
- 3) NWC has successfully held three retention retreats for faculty and staff to enhance retention in developmental ed courses. (Lee)
- 4) Downtown campus has piloted writing and math courses in modular formats and will continue to improve delivery methods
- 5) Provost funded Saturday half-day teaching strategies workshop/seminar that focused on Reading/Writing/Math for adjunct faculty prior to classes starting Fall 2007

1.6.2 Track the correlation between completion of developmental education courses and College level courses (post-tests).

- 1) PIR has created five reports for developmental education sequences. A pre/post test measure within the courses was never implemented. (Tilson)
- 2) PIR reports have been completed to establish baseline information for the success in the course sequences for developmental education. This enables us to develop baseline statistics to continue monitoring the success of our program. (Tilson)

1.6.3 Review and finalize placement cutoff scores.

- 1) Community Campus Student Development staff began a pilot project using ACCUPLACER at the learning centers. We will review cutoff scores once enough data is collected to draw appropriate conclusions. (Kooi)
- 2) The College and the University of Arizona are developing a cross-walk between the UA's Math Readiness Test (MRT) and the College's COMPASS math assessment test. (Padgett)
- 3) Continue to enforce prerequisites according to current test scores. Discussions continue with the UA regarding the Math Readiness Test and Pima's COMPASS, to better determine proper placement scores.
- 4) ACCUPLACER pilot at Community Campus for use in the Learning Centers, when enough data has been collected, possible placement scores will be proposed.

1.6.4 Create and implement new and existing partnerships with elementary and secondary educational institutions (K-12) that identify outcomes.

- 1) The College and the University of Arizona created a Joint Task force on Under-prepared Students. Some of the tasks being completed by this task force are: (1) Encourage students to take four full years of mathematics and particularly to take the highest math level reached in the senior year; (2) Better align content objectives at these three different levels of education; (3) Undertake assessment programs to see if

the learning goals at the end of high school, the AA level, and the Bachelor's Degree level are being achieved by a clear majority of students or not; and (4) Study dual enrollment as a means of preparedness. (Padgett)

1.6.5 Create outcomes measurements from data collection and analysis.

- 1) Provide baseline data on college readiness programs in math and writing. (Duran/Vanis)
- 2) Developmental Education courses are being completed along with occupational and academic courses based on the process developed the College's Student Learning Outcomes Standing Committee. (Padgett)
- 3) Planning and Institutional Research completed five studies based on questions developed by the Developmental Education Standing Committee. Results showed that historically under-represented minority students (African Americans, Hispanics, and Native Americans) were over represented in remedial courses, especially WRT 070 and MAT 082 and MAT 086. It was also found that those students earning As did well in the next course but those earning a C (a passing grade) were unlikely to succeed in the next course. (Tilson)

1.6.6 Identify cost-per-student for the program.

- 1) A general methodology was developed to determine direct instructional costs per full-time student equivalent for each course prefix (e.g., MAT or REA). (Groover)

1.6.7 Present to the community an organized Developmental Education program.

- 1) The Developmental Education Standing Committee has been phased out and a working group has been implemented to oversee implementation of new policies and practices for Developmental Education.

Strategy 1.7 Create a faculty mentor program

Responsibility David W. Padgett/Brigid Murphy, Assistant Vice Chancellor for Academic Services and Dr. Mary Ann Martinez-Sanchez, Dr. Shirley Jennings/Dr. Robert Riza, Assistant Vice Chancellor for Student Services

Completed 3/31/07

1.7.1 Benchmark comparable institutions' faculty and adjunct mentor programs.

- 1) Using the College's benchmarking institutions and other community colleges and universities, benchmarking was completed and concepts and practices from other institutions were inserted into the mentoring plan. (Padgett)

1.7.2 Study the aspects of the East Campus & Community Campus models.

- 1) Community Campus has discussed the Post Degree teacher certification mentoring pilot project with District. The pilot project and the District's proposed full-time faculty mentoring process will be used as the model for a Perkins funded online mentoring program that will be targeted toward five occupational programs and

Writing during its first year and expanded to all online disciplines in succeeding years. A program coordinator was hired to develop the mentor program and training. Fifteen occupational and writing faculty will participate in the mentor training program in June 2007. (Kooi)

- 2) The East Campus mentoring program was used as a model. Meetings were held between the campus mentoring personnel and the district personnel. The Community Campus Online Mentoring program has been incorporated in the mentoring plan. Implementation meetings continue with both the East Campus and Community Campus personnel and the district personnel. (Padgett)

1.7.3 Identify areas of responsibility for mentor programs (District).

- 1) NWC Division Deans continuously visit the classrooms of new adjunct faculty to the NW Campus and provide feedback. (Lee)
- 2) The Mentoring Plan, approved by the Chancellor's Cabinet, includes responsibilities for the mentor, mentoree, CDAC, and campus administration. (Padgett)

1.7.4 Create a model for the entire district.

- 1) NWC has successfully implemented a faculty mentor program. (Lee)
- 2) The Mentoring Plan has been approved by the Chancellor's Cabinet and will be piloted during the fall 2007. (Padgett)

1.7.5 Identify funding sources to implement.

- 1) The Deans of Instruction and Student Development are co-authoring a Title V grant that funds the creating of training modules in the areas of technology, critical thinking skills, global readiness and information literacy. (Bia)
- 2) A five-year budget was included in the approved Mentoring Plan. (Padgett)

1.7.6 Create a training module for faculty and adjunct faculty.

- 1) The Deans of Instruction and Student Development are co-authoring a Title V grant that funds the creating of training modules in the areas of technology, critical thinking skills, global readiness and information literacy. (Bia)
- 2) NWC Department chairs and lead faculty will assist new faculty regarding syllabi, course content and strategies. (Lee)
- 3) The first Mentoring Processes and Concepts Workshop will be held prior to the fall 2007 during the Faculty Learning Academy week. The mentors and mentorees will be introduced at the Faculty Learning Academy. The program will be piloted for full-time faculty with plans to extend the program to adjunct faculty. (Padgett)
- 4) The Faculty Mentoring Program is a district-wide program which will be implemented on each campus with new full-time faculty in fall 2007. (Padgett)

1.7.7 Identify strategic outcomes for the programs that can be reported annually.

- 1) The Deans of Instruction and Student Development are co-authoring a Title V grant that funds the creating of training modules in the areas of technology, critical thinking skills, global readiness and information literacy. (Bia)

- 2) Program goals have been defined and approved. Mentor and mentoree evaluations have been built into the process at the end of the fall and spring semesters of the academic year to create an ongoing evaluation process for the program. (Padgett)

1.7.8 Establish mentoring programs at each campus.

- 1) (a) The West Campus Writing Department instituted a mentoring program that matches full-time faculty with adjunct writing faculty every semester. (b) West Campus Science courses now have "course coordinators" who mentor the adjunct faculty who teach these courses, including lecture, lab and IN (integrated lecture-lab) sections, and determine which labs will be taught throughout a particular course number. Labs for each course are "standardized" to provide an "even" student experience in lab classes. (Albert)
- 2) For the past 3 years the Downtown Campus Division of Business and Liberal Arts has selected a faculty mentor from another department for each new faculty member to serve as a mentor. (Bia)
- 3) A mentor plan has also been in effect at the Downtown Campus for at least two semesters with respect to mentoring and training faculty in the new business math sequence courses MAT 173 and 174. Participation in the program has involved two Downtown Campus instructors serving as mentors and at least one new math instructor participating as a trainee. (Bia)
- 4) The Faculty Mentoring Program is a district-wide program which will be implemented on each campus with new full-time faculty in fall 2007. (Padgett)

Strategy 1.8 Provide opportunities for students, faculty and administrators to expand their global awareness

Responsibility Dr. Roy Flores, Chancellor, Dr. Suzanne L. Miles, Provost. Campus Presidents: Dr. Louis Albert, Dr. Johnson Bia, Dr. Richard Duran/Dr. Mary Vanis, Jana B. Kooi, Dr. Sylvia M. Lee, Dr. Raul Ramirez/Charlotte Fugett

Completed 3/31/07

1.8.1 Inventory current international education partnerships.

- 1) The College has completed an inventory of the current and recent international partnerships. (Steinman)
- 2) The West Campus Marine Biology trip to CEDO (Centros de Estudios de Desiertos Y Océanos), Puerto Penasco, Mexico is a one-credit field trip class offered in conjunction with Marine Biology (BIO183). The course is coordinated with researchers based at CEDO. Also, the West Campus BIO184 class will take an optional field trip at the invitation of a sister University in Guadalajara, to explore plant biology in Mexico. (Albert)
- 3) The International Student Services Office at PCC maintains information on study-abroad programs for American students. PCC is also involved with the Congress-Bundestag Youth Exchange Program. (Albert)

- 4) The German Department at the West Campus initiates short-term homestay, language and cultural immersion experiences at the Brillat-Savarin Schule Institution in Germany. The goals of the activity are to 1) improve the foreign language skills of students, 2) immerse students into a different culture and educational system and 3) encourage students to interact with native people in the host country. (Albert)
- 5) The U of A, with PCC as a partner, has been awarded the Fulbright Scholar-in-Resident grant that supports the visit of a Sri Lanka scholar who will be teaching at both the U of A and Pima on 07-08. (Albert)
- 6) The International Student Services Office at PCC maintains information on study-abroad programs for American students. PCC is also involved with the Congress-Bundestag Youth Exchange Program. (Albert)
- 7) University of Arizona International Students Office staff provide information to PCC International students during the PCC New International Students orientation sessions. (Albert)
- 8) University of Arizona and PCC International Students Offices provide recruitment information for each other during recruitment outreach (Albert)
- 9) Completed agreement with ITSON with first cohort of 18 students completing and receiving their certificates in international business in summer 2006. (Bia)
- 10) Transition of this program to EC for summer 2007 is underway. (Bia)
- 11) In 2005 and 2006, PCC Adult Education has held December "Festivals of Light" at Eastside Learning Center, incorporating the cultures of students from all over the world including Japan, Cuba, Mexico, Puerto Rico, Palestine, Egypt, Canada, Ethiopia, and various countries in Africa. The 29th Street Coalition and other community partners are invited to learn about the international status of PCCAE students. (Kooi)

1.8.2 Strengthen participation in Community College International Development (CCID).

- 1) The College will have a continued partnership with CCID that will have as its primary focus international activities for students. (Steinman)
- 2) Mary Beth Ginter (Division Dean-West Campus) and Pat Houston (Spanish Faculty/Department Chair-East Campus) attended the annual CCID Conference held in Argentina in fall 2006. Meetings were held with over 20 schools and government entities with representatives from over 20 community colleges. Ginter and Houston are exploring collaborative opportunities with these institutions including a) grant proposals, b) class writing connections, c) student study-abroad opportunities, and d) various Spanish/English partnerships among institutions. (Albert)

1.8.3 Identify federal funding sources and submit grant proposals.

- 1) CCID has received a \$3 million grant from DOEd. While the College is not included in this grant cycle, the College will remain active with CCID and hopes to participate in future CCID grants that emphasize involvement in global awareness educational activities. (Steinman)
- 2) Same as the response for Strategy/Action 1.7. The Title V grant will be submitted no later than March 1, 2007. (Bia)

1.8.4 Document student outcomes in current international education opportunities.

- 1) Completed agreement with ITSON with first cohort of 18 students completing and receiving their certificates in international business in summer 2006. (Steinman)
- 2) West Campus had one student who participated in Freeman-Asia Study Abroad Program (China) in the fall 2007 and is hosting two German students in the Congress-Bundestag Youth Exchange for Young Professionals (J-1 Student Scholars) for 06-06. (Albert)
- 3) Completed agreement with ITSON with first cohort of 18 students completing and receiving their certificates in international business in summer 2006. (Bia)
- 4) Transition of this program to EC for summer 2007 is underway. (Bia)

1.8.5 Benchmark international education programs and partnerships at comparable institutions.

- 1) The College has received and reviewed a CCID survey of international education programs and partnerships of its member institutions. (Steinman) (March 2007)
- 2) West Campus is reviewing the partnership between NAU and Green River CC in Washington State in which international students are admitted to both institutions in a Joint Admission Agreement. (Albert)
- 3) Community Campus continues to work with Downtown Campus and SAIED (Study Abroad International Education Development) in the development of the partnership with educational institutions in Denmark and Scandinavia, related to online education. (Kooi)

1.8.6 Create a realistic model for international education opportunities at the college.

- 1) The College will continue with the model in place that involves the campus Presidents and the office of the Provost in identifying and facilitating international education experiences for students. (Steinman)
- 2) The West Campus Dean of Student Development and Division Dean for Business, Languages, Computers and Social Sciences are members of the College SAIED Standing Committee. The J-1 Visa application has been completed and sent to the Office of the Provost for submission to the federal government. (Albert)
- 3) As one piece of the larger international education plan, DC Division Dean for Business and Liberal Arts developed a proposed concept related to international visitors to the College. (Bia)
- 4) The inclusion of foreign films in the LIT 289, Literature and Film, has been an ongoing project of the principal instructor of this course. (Bia)
- 5) Completed agreement with ITSON with first cohort of 18 students completing and receiving their certificates in international business in summer 2006. (Bia)
- 6) Transition of this program to EC for summer 2007 is underway. (Bia)

1.8.7 Create partnerships between the College and other colleges and universities.

- 1) The College will strengthen existing partnerships that primarily involve students and will only seek new ones that have a student focus. (Steinman)

- 2) The West Campus Humanities and Business Divisions partnered with the UA to submit successful Fulbright Scholar-in-Residence proposal to bring Sri Lankan professor to PCC and UA Humanities. (Albert)
- 3) WC Student Services and BCLSS is working with UA Retail and Consumer Sciences on a pilot to connect programs with joint enrollment (PJAE) (Albert)
- 4) West Campus held the second "Love Your Major" Fair and the "Don't Be Afraid of Transfer" Fair with the University of Arizona. (Albert)
- 5) Detail: West Campus held the first PCC to NAU Fair. Approximately 250 students attended. NAU staff has requested the possibility of a similar arrangement to the PCCUA Transfer Coordination Committee and the Program for Joint Admission and Enrollment (PJAE). (Albert)
- 6) The WC hosted the First Annual Native American Transfer Day in conjunction with the UA (Albert)
- 7) Completed agreement with ITSON with first cohort of 18 students completing and receiving their certificates in international business in summer 2006. (Bia)
- 8) Transition of this program to EC for summer 2007 is underway. (Bia)
- 9) Participate in the ITSON and/or CCID programs. (Duran/Vanis)
- 10) Community Campus Information and Technology and Support Services staff supported MyPima implementation through student on-line help lines, information, and computer commons. (Kooi)
- 11) Community Campus Information and Technology and Support Services staff obtained and implemented Literacy Grant with Pima County Library staff and Literacy Groups to enhance student access to information. (Kooi)
- 12) NWC worked with It son to explore HRM connection. (Lee)
- 13) NWC has met with administrators for ITSON (Instituto Tecnológico de Sonora) to explore a partnership in Hotel Restaurant Management. (Lee)

1.8.8 Identify measurements of accountability and outcomes for the program.

- 1) The outcomes of the program will be indicative of the number of students who participate in global awareness programs. The accountability will continue to reside with the Campus Presidents and the Provosts. (Steinman)

Strategy 1.9 Increase the completion rate of degrees and certificates and strengthen transfer articulation and baccalaureate opportunities for students

Responsibility David W. Padgett/Brigid Murphy, Assistant Vice Chancellor for Academic Services. Campus Presidents: Dr. Louis Albert, Dr. Johnson Bia, Dr. Richard Duran/Dr. Mary Vanis, Jana B. Kooi, Dr. Sylvia M. Lee, Dr. Raul Ramirez/Charlotte Fugett

Completed 3/31/08

1.9.1 Train personnel on the use of Class Tracks.

- 1) WC is working with Eller College-UA to create a cohort of students on path to Eller starting with STU107 University Transfer Preparation (Albert)
- 2) The DC Dean of Instruction and Dean of Student Development continue to meet prior to final submission of semester schedules to create a master schedule that enhances the opportunities for students to complete degree and certificate programs in two years whether they attend day or night and weekends. (Bia)
- 3) The increased use of Web Hybrid courses and intensive learning time periods has made DC programs more accessible and completeable in two years. (Bia)
- 4) The DC hosts UA South, Troy State and some NAU classes to allow DC students to achieve their bachelor level goals. (Bia)
- 5) Students are being advised of the Indiana University option as a viable alternative to attending a four year institution. (Bia)
- 6) The office of Organizational and Professional Development included "Class Tracks" training during the 2006/07 Faculty Learning Academy. (Fugett)
- 7) All Community Campus department chairs have been trained in the use of Class Tracks. (Kooi)
- 8) NWC Trouble-shoot technical limitations with Class Track system; develop essential questions and instructions for queries. (Lee)
- 9) Initial training for ClassTracks was completed in spring 2006 with department chairs and administrators. Additional training has continued. A new version of ClassTracks is to be ready in March 2007 and training will follow. (Padgett)

1.9.2 Utilize Class Tracks at campus and district levels.

- 1) The DC Dean of Instruction and Dean of Student Development continue to meet prior to final submission of semester schedules to create a master schedule that enhances the opportunities for students to complete degree and certificate programs in two years whether they attend day or night and weekends. (Bia)
- 2) The increased use of Web Hybrid courses and intensive learning time periods has made DC programs more accessible and completeable in two years. (Bia)
- 3) The DC hosts UA South, Troy State and some NAU classes to allow DC students to achieve their bachelor level goals. (Bia)
- 4) Students are being advised of the Indiana University option as a viable alternative to attending a four year institution. (Bia)
- 5) Class Tracks is being used at the campus level on Community Campus. (Kooi)

- 6) Deans of instruction and deans of student development use ClassTracks in the planning of future schedules. (Padgett)

1.9.3 Document the use of Class Tracks.

- 1) The DC Dean of Instruction and Dean of Student Development continue to meet prior to final submission of semester schedules to create a master schedule that enhances the opportunities for students to complete degree and certificate programs in two years whether they attend day or night and weekends. (Bia)
- 2) The increased use of Web Hybrid courses and intensive learning time periods has made DC programs more accessible and completeable in two years. (Bia)
- 3) The DC hosts UA South, Troy State and some NAU classes to allow DC students to achieve their bachelor level goals. (Bia)
- 4) Students are being advised of the Indiana University option as a viable alternative to attending a four year institution. (Bia)
- 5) NWC is working with U of A on Geoscience and Biology (Pert) partnerships. (Lee)
- 6) The use of ClassTracks is built into each Schedule Work Plan as produced by the Assistant Vice Chancellor for Academic Services. (Padgett)

1.9.4 Utilize completeability data from program review.

- 1) The DC Dean of Instruction and Dean of Student Development continue to meet prior to final submission of semester schedules to create a master schedule that enhances the opportunities for students to complete degree and certificate programs in two years whether they attend day or night and weekends. (Bia)
- 2) The increased use of Web Hybrid courses and intensive learning time periods has made DC programs more accessible and completeable in two years. (Bia)
- 3) The DC hosts UA South, Troy State and some NAU classes to allow DC students to achieve their bachelor level goals. (Bia)
- 4) Students are being advised of the Indiana University option as a viable alternative to attending a four year institution. (Bia)
- 5) NWC has increased the number of degrees and certificates that are completeable in day, evening and on weekends. (Lee)
- 6) Complete ability data is used in each program review, program completeability is displayed in each online and printed catalog, and course complete ability is detailed in the catalog in the course description. (Padgett)

1.9.5 Benchmark the use of district-wide midterm and final examinations.

- 1) Benchmarking indicates use of district- or college-wide midterm and final examinations in some disciplines. (Murphy)
- 2) A discipline is being sought to pilot this study in fall 2007. (Padgett)

1.9.6 Identify current completion rates.

- 1) WC Ash/ITP students are taking advantage of the Indiana University 90/30 as it connects well with program (Albert)
- 2) The DC Dean of Instruction and Dean of Student Development continue to meet prior to final submission of semester schedules to create a master schedule that enhances

the opportunities for students to complete degree and certificate programs in two years whether they attend day or night and weekends. (Bia)

- 3) The increased use of Web Hybrid courses and intensive learning time periods has made DC programs more accessible and completeable in two years. (Bia)
- 4) The DC hosts UA South, Troy State and some NAU classes to allow DC students to achieve their bachelor level goals. (Bia)
- 5) Students are being advised of the Indiana University option as a viable alternative to attending a four year institution. (Bia)
- 6) Community Campus Workforce and Business Development Arizona Prison Programs staff created an onsite report to track total number of course completions and certificate completions since beginning of FY07. (Complete) (Kooi)
- 7) PIR carried out the Student Right to Know reporting of completion rates (within 150% of normal time) for the fall 2003 and fall 2004 New to Higher Education Cohorts. This was reported on the College Website and in a brochure. (Tilson)
- 8) Completion rates are defined by Planning and Institutional Research reports. Completion data is used to determine program viability based on Curriculum Alignment and Unification Procedures (CAUP). (Padgett)

1.9.7 Identify cost-per-student for programs.

- 1) The Office of Organizational and Professional Development provided training during the December 2006 Administrative Leadership Management Academy (ALMA) on measuring cost per student. These courses will be repeated during the academy in May 2007. (Fugett)
- 2) The DC Dean of Instruction and Dean of Student Development continue to meet prior to final submission of semester schedules to create a master schedule that enhances the opportunities for students to complete degree and certificate programs in two years whether they attend day or night and weekends. (Bia)
- 3) The increased use of Web Hybrid courses and intensive learning time periods has made DC programs more accessible and completeable in two years. (Bia)
- 4) The DC hosts UA South, Troy State and some NAU classes to allow DC students to achieve their bachelor level goals. (Bia)
- 5) Students are being advised of the Indiana University option as a viable alternative to attending a four year institution. (Bia)

1.9.8 Track and assess student success after transfer (link to elementary and secondary education and adult education).

- 1) Transfer data for College students has been collected but not linked to elementary, secondary, or adult education. (Padgett)
- 2) PIR participated in developing a state-wide definition of transfer rate. (Tilson)
- 3) PIR tracked time to degree completion at the Universities for the Board of Governors. (Tilson)
- 4) PIR provided data on success in College Algebra (UA course MATH 110) and BioChemistry (UA Course BIOC 460) for the transfer coordinating committee and Chancellor's Cabinet. (Tilson)

- 5) PIR carried out an analysis of fall 2006 and fall 2007 students assessing into developmental mathematics, reading and writing as a function of high school, gender and ethnicity. (Tilson)
- 6) PIR produces an annual report on the academic performance of high school graduates. (Tilson)

1.9.9 Articulate standards between the College and four year institutions.

- 1) The DC Dean of Instruction and Dean of Student Development continue to meet prior to final submission of semester schedules to create a master schedule that enhances the opportunities for students to complete degree and certificate programs in two years whether they attend day or night and weekends. (Bia)
- 2) The increased use of Web Hybrid courses and intensive learning time periods has made DC programs more accessible and completeable in two years. (Bia)
- 3) The DC hosts UA South, Troy State and some NAU classes to allow DC students to achieve their bachelor level goals. (Bia)
- 4) Students are being advised of the Indiana University option as a viable alternative to attending a four year institution. (Bia)
- 5) PCC has worked with the P-20 council to articulate standards between the College and four-year institutions. (Murphy)
- 6) PCC has participated in the Academic Pathways to Access and Student Success (APASS) program. (Murphy)

1.9.10 Expand baccalaureate partnerships for students.

- 1) a) The West Campus Engineering Department is preparing a proposal to NIH-Bridges to Baccalaureate to promote transfer success for students in the fields of engineering, including bio-medical engineering and biotechnology. The NIH grant would expand the relationship between Pima and University of Arizona. b) The West Campus Division Dean for Student Development serves as the PCC Director for the Program for Joint Admissions. The 2006-2007 academic year reflects the third cohort. (Albert)
- 2) The West Campus hosted the first NAU 90/30 and Transfer Day (Albert).
- 3) The DC Dean of Instruction and Dean of Student Development continue to meet prior to final submission of semester schedules to create a master schedule that enhances the opportunities for students to complete degree and certificate programs in two years whether they attend day or night and weekends. (Bia)
- 4) The increased use of Web Hybrid courses and intensive learning time periods has made DC programs more accessible and completeable in two years. (Bia)
- 5) The DC hosts UA South, Troy State and some NAU classes to allow DC students to achieve their bachelor level goals. (Bia)
- 6) Students are being advised of the Indiana University option as a viable alternative to attending a four year institution. (Bia)
- 7) Community Campus Student Development staff will utilize advisors from universities, particularly UA, to participate in online student services such as "Live Chat". (Kooi)
- 8) An agreement is being developed with the University of Arizona and the University of Arizona South in Early Childhood Education. (Murphy)

- 9) A new Associates program in Retail Management is being aligned with University of Arizona Bachelor degree programs. (Murphy)
- 10) Two new agreements are under consideration, with Excelsior College and Kaplan University. (Murphy)
- 11) A 3 + 1 agreement has been implemented with Indiana University, a 2 + 2 online program has been implemented with University of Maryland University Center in Accounting and Psychology, and the state agreements have been maintained. (Padgett)

1.9.11 Measure, document, and increase outcomes of degree/certificate awards.

- 1) Health Related Professions (HRP) faculty have developed processes to measure student outcomes in response to external accreditation. Students are tracked for program completion, pass rates on nationally standardized exams and employer and graduate satisfaction. (Albert)
- 2) DC has completed a pilot system for grad checks that included adding a share drive in the department and educating students in progress checks which can be completed at any time in their time at Pima. (Bia)
- 3) Create a campus based program admission process in the occupational program and selected non occupational programming. (Duran/Vanis)
- 4) The number of students transferring to the University of Arizona has increased over the past three years by almost twenty percent. The largest number of College students transferred to the University of Arizona in fall 2007. The College has had the largest number of transfer degree completers in its history over the last three years and is rated in the top twenty nationally in transfer degree completers and Hispanic transfer degree completers. (Padgett)
- 5) PIR provides the number of degrees and certificates awarded annually as part of the state report which is due in August of each year. (Tilson)

Strategy 1.10 Ensure that students have internship and cooperative education opportunities

Responsibility David W. Padgett, Assistant Vice Chancellor for Academic Services. Dr. Shirley Jennings/Dr. Robert Riza, Assistant Vice Chancellor for Student Services. Campus Presidents: Dr. Louis Albert, Dr. Johnson Bia, Dr. Richard Duran/Dr. Mary Vanis, Jana B. Kooi, Dr. Sylvia M. Lee, Dr. Raul Ramirez/Charlotte Fugett. David W. Padgett/Brigid Murphy, Assistant Vice Chancellor for Academic Services.

Completed 3/31/07

1.10.1 Inventory current internship and co-op opportunities.

- 1) New West Campus internships during this planning cycle include the disciplines of biotechnology, digital arts, medical laboratory technology and histotechnology. In addition, instructional divisions are actively engaged in planning with Lyn Olsen, Workforce Education, to identify new opportunities in co-ops and internships. Specific activities include: a) The STEM Division developed internships and co-op

opportunities for West Campus students in the Medical Lab Tech and Histotechnology programs by building community partnerships via departmental open houses, business and agency outreach, and participation in the Civic Learning Expo. Internships in Medical Lab Technology are entirely new, and have been established with 7 facilities. Histotechnology also has internship placement at 7 sites. The Technology Program maintains paid summer internships at INTEL. b) Over 150 clinical experiences are in place in Nursing and the Health Related Professions. c) There are over 80 student placements in community agencies in the Social Services programs. d) The Business Department has two on-campus internships/independent study experiences in place this year with the Aztec Press. (Albert)

- 2) Inventory existing internship and expand co-op opportunities. (Duran/Vanis)
- 3) PCC Adult Education has an AmeriCorps program with volunteers recruited primarily from former PCCAE students. The volunteers have the opportunity to tutor other adult students and assist in elementary schools, effectively interning as educational support members. (Kooi)
- 4) Community Campus maintains partnerships with Northern Arizona University (NAU), the University of Arizona (UA), and the Center for Training and Development (CTD) for student externship placements in Information Technology (IT). (Kooi)
- 5) NWC working with faculty to increase internships. (Lee)
- 6) The inventory was presented to the Provost. (Padgett)

1.10.2 Benchmark comparable institutions' programs.

- 1) Alternatives to hospital-based clinical rotations in Radiologic Technology, Respiratory Therapy, and Nursing are being explored by appropriate program faculty. (Albert)
- 2) Community Campus Workforce and Business Development Arizona Prison Program staff compare best practices among other community colleges that contract with the state prisons, share ideas for implementation. (In Progress) (Kooi)
- 3) Benchmarking was completed with the College's benchmarking institutions and others. (Padgett)
- 4) Formed the Career Center Committee and benchmarked other college's internship and job placement services. (Jennings)

1.10.3 Create a strategy for developing opportunities.

- 1) WC is expanding "advising hours" activity to include outreach to community. (Albert)
- 2) Community Campus Workforce and Business Development Arizona Prison Program staff are using the contracted Work Based Education model, hands-on and practical applications are stressed in all programs. (Complete) (Kooi)
- 3) Community Campus Workforce and Business Development Center for Training and Development (CTD) Business and Office and Culinary programs have incorporated internships into their training. They have increased their contacts in the community and the sites for internship/externships to better meet student and employer need. Students enter internships after several months of training. They attend class four days a week with a one day intern that increases during their program until at the

conclusion of the program they are at the internship site for five days per week for 2-4 weeks. The actual lengths vary by certificate and employer availability. (In Progress) (Kooi)

- 4) Community Campus Workforce and Business Development Small Business Development Center (SBDC) staff met with Brigid Murphy, Division Dean of Arts, Communications and Humanities, to discuss an internship program for digital arts students at the SBDC. The students would assist SBDC clients in designing their company logos and marketing materials. A meeting with the Department Chair to further discuss implementation is planned. (In Progress) (Kooi)
- 5) Community Campus Chemistry Faculty is developing internship experiences with local businesses. (Kooi)
- 6) Community Campus has been approved by the Arizona Department of Education to offer the TPP-Intern Certificate to K-12 teachers currently holding emergency teaching certificates in Arizona. (Kooi)
- 7) Community Campus Post Degree Teacher Certification Program is awaiting the site visit and final phase of program reapproval from the Arizona Department of Education in April 2007. (Kooi)
- 8) Community Campus is awaiting Arizona Department of Education approval to offer Post Degree Teacher Certification Programs in Special Education. Approval is expected in April 2007 and classes will begin June 2007. (Kooi)
- 9) Community Campus Instruction employees held a meeting with the organization CREW (Commercial Real Estate Women) to discuss internship possibilities with their organization. (Kooi)
- 10) A plan to increase internships and cooperative education opportunities has been approved by the Provost. (Padgett)

1.10.4 Work with faculty to identify opportunities that match curricula.

- 1) Community Campus Chemistry Faculty is developing internship experiences with local businesses. (Kooi)
- 2) The Program Manager of Internships and Coops and the Assistant Vice Chancellor of Academic Affairs are meeting with the Deputy Executive Group as a standing agenda item and campus meetings at the department level are being held. (Padgett)

1.10.5 Increase opportunities by 50 percent.

- 1) A memorandum of understanding with the Internal Revenue Service is nearing completion. It would provide semester-long internships for accounting students who have completed three accounting courses. (Bia)
- 2) Our Honors program also offers an opportunity for PCC Honors students to serve as tutors at the Southeast Learning Center. (Bia)
- 3) Additional internships are in process. A report will be made at the end of the spring semester. This will be a continuous process. (Padgett)

1.10.6 Generate an annual report of student outcomes relating to this area.

- 1) At the end of the spring semester, an annual report will be sent to the Provost. The first will be completed in May 2007. (Padgett)

1.10.7 Create a report that will track students after participating in the program.

- 1) Decided by the Provost that a tracking database is not required at this time. (Miles)
- 2) A tracking system is to be developed with Planning and Institutional Research. (Padgett)

Strategy 1.11 Create a comprehensive master schedule that meets the needs of all students

Responsibility Campus Presidents: Dr. Louis Albert, Dr. Johnson Bia, Dr. Richard Duran/Dr. Mary Vanis, Jana B. Kooi, Dr. Sylvia M. Lee, Dr. Raul Ramirez/Charlotte Fugett. David W. Padgett/Brigid Murphy, Assistant Vice Chancellor for Academic Services.

Completed 1/31/08

1.11.1 Increase class offerings in the evenings and on Fridays and the weekend.

- 1) The Nursing Division implemented an evening/weekend, accelerated cohort in the Associate Degree Nursing program. (Albert)
- 2) Class Tracks and PDA Reports are used to avoid unnecessary class duplication, identify any existing course/program requirement deficiencies and to assure that enough classes are being offered via alternative course delivery as well as alternative scheduling to meet the diverse needs of PCC students. (Bia)
- 3) DC has increased the number of offerings in the evenings, weekends, and winter intersession offerings during the day and evening. (Bia)
- 4) Develop baseline data on course offerings and strategize expanding non-traditional programming - Courses scheduled evenings at Sahuarita High School. (Duran/Vanis)
- 5) Develop a two year schedule for the campus. (Duran/Vanis)
- 6) Move towards establishment of a guaranteed class schedule - Guaranteed class schedule implemented Fall 2006, replicated Spring 2007, (Duran/Vanis)
- 7) Community Campus Workforce and Business Development contract training courses, in all WBD units, meet the needs of clients and students by offering courses daytime, evening or weekend as requested. (Complete) (Kooi)
- 8) Community Campus class sections offered on the internet have increased from 102 sections in the fall of 2005 to 197 sections in the spring of 2007. The college increased the number of sections from 177 in the fall of 06 to 237 in the spring of 07. (Kooi)
- 9) Community Campus implemented the on-line help desk for students during regular and extended hours including weekend hours. (Kooi)
- 10) NWC Introduced and scheduled a comprehensive Accelerated Weekend schedule which is completeable for AA & AGEC-A. NWC began offering the Express Degree for AA & AGEC A. (Lee)
- 11) NWC Introduced a "Science on the Weekends" program offering biology and chemistry classes on Saturdays and Sundays for 8-week periods. (Lee)

1.11.2 Decrease the percentage of class cancellations.

- 1) To decrease the percentage of class cancellations and ensure an efficient schedule, the West Campus centralized the master schedule with standardized days, start and stop times, the scheduling decision-making process is now based on an enrollment plan, room utilization and cross-division efficiency. (Albert)
- 2) Class Tracks and PDA Reports are used to avoid unnecessary class duplication, identify any existing course/program requirement deficiencies and to assure that enough classes are being offered via alternative course delivery as well as alternative scheduling to meet the diverse needs of PCC students. (Bia)
- 3) DC lowered percentage of class cancellations by close monitoring of scheduling and by offering more independent study options. (Bia)
- 4) Community Campus class sections offered on the internet have increased from 102 sections in the fall of 2005 to 197 sections in the spring of 2007. The college increased the number of sections from 177 in the fall of 06 to 237 in the spring of 07. (Kooi)
- 5) Built into each Schedule of Classes Work Plan is joint "cancellation meeting" in which the deans of instruction and deans of student development review the schedule just prior to the start of the semester, using ClassTracks. The result is decreased cancellations. (Padgett)
- 6) PIR carried out an analysis of class cancellations for the 2005, 2006 and 2007 fall terms, with the results showing a decrease in class cancellations from 16.5% in 2005 to 12.9% in 2007. (Tilson)

1.11.3 Benchmark institutions that are successful with different course delivery modalities.

- 1) The West Campus Dean of Student Development serves as the co-chair of the Academic Calendar Committee. Currently she is working with the Executive Director of Research and Planning and the Flex Year Implementation Committee to deliver the technical model for a Flex Year instructional calendar. (Albert)
- 2) Class Tracks and PDA Reports are used to avoid unnecessary class duplication, identify any existing course/program requirement deficiencies and to assure that enough classes are being offered via alternative course delivery as well as alternative scheduling to meet the diverse needs of PCC students. (Bia)
- 3) Community Campus class sections offered on the internet have increased from 102 sections in the fall of 2005 to 197 sections in the spring of 2007. The college increased the number of sections from 177 in the fall of 06 to 237 in the spring of 07. (Kooi)

1.11.4 Increase the types of course delivery modalities for class offerings.

- 1) The West Campus Dean of Instruction created an Innovative Instruction Group at the West Campus to explore and implement different and unique advertising, recruiting, scheduling and teaching methods and activities. The group of nearly 30 members includes administrators, faculty and department chairs and instructional support staff. It is an action group with a spring semester goal of generating new ideas for activities to be implemented in fall 2008. As part of its first initiative to pilot hybrid courses on campus, instructional training for hybrid course development is scheduled for 54

faculty and support staff. The West Campus also continues to add on-line classes to its course schedule with ongoing faculty training and course development. WebCT Spanish will be offered in fall 2007 for the first time from the West Campus. (Albert)

- 2) Class Tracks and PDA Reports are used to avoid unnecessary class duplication, identify any existing course/program requirement deficiencies and to assure that enough classes are being offered via alternative course delivery as well as alternative scheduling to meet the diverse needs of PCC students. (Bia)
- 3) DC increased types of course delivery modalities by developing and offering more hybrid instruction through its Hybrid Project, and by encouraging adjunct faculty participation in on-line and hybrid course development. (Bia)
- 4) DC provided three hybrid training for faculty including counselors. (Bia)
- 5) DC has the opportunity and interest to develop and offer non credit instruction in several program areas using all modalities. (Bia)
- 6) Community Campus class sections offered on the internet have increased from 102 sections in the fall of 2005 to 197 sections in the spring of 2007. The college increased the number of sections from 177 in the fall of 06 to 237 in the spring of 07. (Kooi)
- 7) Community Campus implemented the on-line help desk for students during regular and extended hours including weekend hours. (Kooi)
- 8) NWC Encourage faculty to develop additional WebCT and hybrid class offerings; 20% of NWC faculty teach on-line. (Lee)

1.11.5 Increase the coordination of class offerings between campuses.

- 1) The West Campus participates in coordinating District class schedule with the Deputy Executive Group. (Albert)
- 2) The DC Deans of Instruction and Student Development meet with their campus counterparts on a regular basis prior to finalizing semester schedules. (Bia)
- 3) Class Tracks and PDA Reports are used to avoid unnecessary class duplication, identify any existing course/program requirement deficiencies and to assure that enough classes are being offered via alternative course delivery as well as alternative scheduling to meet the diverse needs of PCC students. (Bia)
- 4) DC is implementing the new plan that includes the role of a lead campus in planning for program offerings among campuses and in outlying areas. (Bia)
- 5) Campus will provide cross district data regarding class offerings - Deans of Instruction met to minimize scheduling conflicts. (Duran/Vanis)
- 6) NWC Deans of Instruction meet to coordinate class offerings among campuses. (Lee)
- 7) The deans of instruction and the deans of student development meet for a planning session before a schedule of classes is built. This is a required meeting and is built into each Schedule of Classes Work Plan. The deans also meet for a cancellation meeting just prior to the semester classes begin to reduce class cancellations. (Padgett)

1.11.6 Utilize Class Tracks to optimize course scheduling. (moved from 5.2)

- 1) Class Tracks and PDA Reports are used to avoid unnecessary class duplication, identify any existing course/program requirement deficiencies and to assure that

enough classes are being offered via alternative course delivery as well as alternative scheduling to meet the diverse needs of PCC students. (Bia)

- 2) DC will implement the new Master Scheduling Plans being developed by the Provost for On-line offerings and migrating to other courses. (Bia)
- 3) The use of ClassTracks is built into each Schedule Work Plan as produced by the Assistant Vice Chancellor for Academic Services. (Padgett)

Initiative 2: Expand Access to Learning
Overall Responsibility: Dr. Roy Flores, Chancellor

Strategy 2.1 Expand and enhance collaboration with non-profit and community-based groups

Responsibility Dr. Suzanne L. Miles, Provost. Campus Presidents: Dr. Louis Albert, Dr. Johnson Bia, Dr. Richard Duran/Dr. Mary Vanis, Jana B. Kooi, Dr. Sylvia M. Lee, Dr. Raul Ramirez/Charlotte Fugett

Completed 3/31/07

2.1.1 Collect information on Pima employees involved in community organizations.

- 1) (a) The Human Resources Department analyzed the content of step progression plans from 2006. This analysis showed that more than 200 non-profit and community groups benefited from PCC employees who volunteered their time and services. (b) Department of Public Safety personnel participated in Car Seat Technician Training and provides representation on the DUI Task Force. (c) In March 2006, Staff Council raised more than \$4,000 for the Youth on Their Own charity. (d) In October 2006, ACES held a bar-b-que and raised \$3,800 for families of Iraq soldiers. (e) Representatives from the Human Resources Department presented a two-hour program on performance evaluations for the Pima Council on Aging organization. (f) The Department of Public Safety hosted the 10-week Northwestern University School of Police Staff and Command. (Fugett)
- 2) The West Campus compiles and submitted a comprehensive list of Cabinet member involvement in community organizations to the Chancellor's Office upon request. (Albert)
- 3) Create a database of DVC employees that are involved in community-based organizations. (Duran/Vanis)
- 4) Community Campus Workforce and Business Development Small Business Development Center (SBDC) identified all of its community partners and assigned an employee as a lead representative for each partner. The employee is responsible for maintaining periodic contact with the partner organization and participating in events as appropriate. (Complete) (Kooi)
- 5) CC PCCAE: PCCAE administration and staff serve on the following boards and community organizations: Workforce Investment Board Youth Council, Workforce Investment Board Oversight Committee, Parents as Teachers Advisory Board, Arizona National Service Inclusion Team, Arizona-TESOL (Teachers of English as a Second Language) Board, Arizona Association for Lifelong Learning, Edge High School Board of Directors, Community Food Bank, Tucson Area Literacy Coalition, The Rogue Theatre, Arizona Humanities Council Board (Kooi)
- 6) Community Campus enjoys a wide ranging presence in community organizations across the arts, business and industry, economic and neighborhood development, as well as government and education. Community Campus submitted requested reports to the Offices of the Provost and Chancellor related to participation of employees on

various Boards, Advisory Groups, Committees, Work Groups, and other community involvement. (Kooi)

- 7) NWC surveyed the campus faculty and staff to learn about what agencies, organizations, and other community based groups they are involved with in our local service area. This will identify contacts to expand and enhance collaborations. (Lee)
- 8) Created an inventory (Access database) of all non-Chancellor office administrators and their ties to community service organizations (local, state, national). Produced an inventory report for the Chancellor's office. Inventory suggests high level of involvement in state and national educational organizations. (Tilson)

2.1.2 Analyze inventory and identify gaps.

- 1) Created an inventory (Access database) of all non-Chancellor office administrators and their ties to community service organizations (local, state, national). Produced an inventory report for the Chancellor's office. Inventory suggests high level of involvement in state and national educational organizations. (Tilson)

2.1.3 Develop a coordinated approach for each campus service area to enhance community involvement in college activities.

- 1) DC Advisors and Counselors have established regular information exchange meetings with Pima One-Stop Case Managers to improve communication and streamline the Pima Educational Plan process. (Bia)
- 2) DC Advising and Counseling Department visited the Southern Arizona Mental Health Clinic to facilitate communication and easier referral of students in crisis. (Bia)
- 3) DC Advising and Counseling Coordinator is a member of the Juvenile Court Judge Educational Advisory Committee. (Bia)
- 4) DC donated candy and recruited volunteers for the District wide Safe Howl-O-Ween collaboration with Reid Park Zoo. Staff and student volunteers were able to contribute their time to this community based event. (Bia)
- 5) DC Student Government sponsored two Red Cross Blood Drives during the fall semester to collect a total of 59 pints while recruiting 30 first time donors. (Bia)
- 6) EC Art Faculty curates rotating fine art exhibitions for the City of Tucson's Clement's Recreation Center. (Fugett)
- 7) EC partnered with Tucson Parks and Recreation to present Safe Halloween X for eastside residents at the City of Tucson's Clement's Recreation Center. (Fugett)
- 8) In 2007-8, the EC Astronomy Department sponsored a lecture series, "Lecture Under the Stars" twice a semester. The events included nighttime viewings and attracted large numbers of the community to campus. (Fugett)
- 9) East Campus activities that are open to the public (seminars, lectures, open houses) are advertised in the Groves/Lincoln Park Neighborhood Association newsletter. (Fugett)
- 10) The East Campus held a senior's seminar on Medicare Part D Explained A-Z Including Laws Related to Medications. Dr. Michael Brady served as the guest speaker. (Fugett)
- 11) The EC joined with the Metropolitan Education Commission (MEC) in an Expo at the Pima Air and Space Museum for over 1,000 junior high school students. The

campus featured a demonstration presented by the Emergency Medical Technician (EMT) program. (Fugett)

- 12) Community Campus maintains a variety of partnerships via contracts and grants with Pima County One Stop, Veterans Affairs Office, Vocational Rehabilitation (Upward Bound Grant Proposal); TIARC, IRC, JFCS (Refugee Education Program Contract); Senior Volunteers (United Way Grant); Pima County Library, Literacy Groups and volunteers (Literacy Collaboration Grant - ADE); United Way (VITA - EITC Tax Preparation project); Owner's Association Membership; Weed and Seed Membership. (Kooi)
- 13) NWC-Provide opportunities for the campus community to participate in local area events and activities: (Lee)
 - YMCA Healthy Kids Fair
 - Marana Founders Day
 - Earth Science Week
 - High School Administrators' Breakfast
 - Northwest High Schools "Project Graduation"
 - Health and Wellness Fair
 - Hilton El Conquistador Community Fair
 - Oro Valley Annual Business Expo
 - Career & Majors Fair
- 14) NWC -Serve on the Marana Health Center Board. (Lee)
- 15) NWC Serve on the Marana Chamber of Commerce Education Committee. (Lee)
- 16) NWC-Serve on the Northwest YMCA Board. (Lee)
- 17) NWC Serve on the Goodwill Industries Board. (Lee)
- 18) NWC Presentation to Town of Oro Valley Council. (Lee)
- 19) NWC Serve on No. Pima County Chamber Education Committee. (Lee)
- 20) NWC Serve on No. Pima County Women's Leadership Council. (Lee)
- 21) NWC Met with Pima County Parks & Recreation to solidify partnership. (Lee)
- 22) NWC Provided three writers' workshops at Nanini Library. (Lee)
- 23) NWC Met with NAU Hotel Director re. HRM Program. (Lee)
- 24) NWC Offer PCC "Bridge" program to Marana Schools. (Lee)
- 25) NWC Town of Marana Manager spoke at NWC Convocation. (Lee)
- 26) Provost office funded several projects including: Safe Halloween, Family Outreach Day for DV community, Active Seniors Day with the Pima Council on Aging, and a liaison effort with the Native American Community. (Jennings)
- 27) PCC Foundation has approved the provision of matching scholarships for students several community non-profit organizations, including Boys and Girls Clubs, Educational Enrichment Foundation, Youth On Their Own, YWCA, Tucson Pima Arts Council and Tucson Hispanic Chamber of Commerce. (House)

2.1.4 Organize meetings between College leadership, institutional and organizational representatives and individual community leaders.

- 1) a) 2006-2007 meetings with West Campus leadership and community organizations include: all service area schools, Menlo Park & Armory Park Neighborhood Associations, a special summit meeting with Howenstine Magnet High School principal and teachers that included West Campus faculty and department chairs. b)

The West Campus Dean of Student Development continues to serve as the community co-chair of the Annual LULAC Leadership Conference. c) West Campus continues to serve as the host site for the Annual LULAC Leadership Conference. (Albert)

- 2) Meetings have been held with representatives from all DC service area Neighborhood Associations, VOICES, ArtsReach, the Pascua Yaqui Neighborhood Center, Chicanos Por La Causa, the Northwest Community Center, the Flowing Wells Community Center, the Pascua Yaqui Tribe Director of Education, the three Service Area City Council members, the two Service Area County Board of Supervisors, the Service Area School Superintendents, several other Service Area Community Based Organizations, and County One Stop in an effort to raise the awareness and partner with DC academic programs, DC student development services and the EEE HUD grant program. (Bia)
- 3) The Executive Assistant to the DC President has been actively engaged in meetings with City of Tucson Ward III regarding both neighborhood issues and the Oracle Road corridor improvement project. (Bia)
- 4) Campus will benchmark, create and implement at least one new partnership with each school district in our service area. (Duran/Vanis)
- 5) Develop a campus outreach plan to the non-profit and community-based groups within the campus service area. (Duran/Vanis)
- 6) The College's Department of Public Safety worked with SAFE-Kids, an organization promoting safety for children. The department also worked with the Special Olympics. (Fugett)
- 7) EC representatives met with UA South and NEC/SEC academic advisors on co-academic advising plan for Vail Classified Academy. (Fugett)
- 8) The Executive Assistant to the EC President has been actively engaged as liaison to the Groves-Lincoln Park Neighborhood Association. (Fugett)
- 9) An East Campus representative served on a special community task force evaluating the effectiveness of University of Arizona minority recruitment programs. (Fugett)
- 10) Community Campus maintains a variety of partnerships via contracts and grants with Pima County One Stop, Veterans Affairs Office, Vocational Rehabilitation (Upward Bound Grant Proposal); TIARC, IRC, JFCS (Refugee Education Program Contract); Senior Volunteers (United Way Grant); Pima County Library, Literacy Groups and volunteers (Literacy Collaboration Grant - ADE); United Way (VITA - EITC Tax Preparation project); Owner's Association Membership; Weed and Seed Membership. (Kooi)
- 11) NWC- NW High Schools Administrators' Breakfast. (Lee)
- 12) NWC Schedule Marana Health Center briefing with Campus Cabinet. (Lee)
- 13) NWC has collaborated with the National Council on Aging to being a Mature Workforce organization in Marana. (Lee)
- 14) NWC has worked to strengthen our relationship with the Northwest YMCA and has expanded offerings. (Lee)
- 15) NWC has expanded offerings at the Northwest Medical Center and has conducted an employee assessment. (Lee)
- 16) NWC has worked with the Pascua Yaqui tribe to explore a partnership in Hotel Restaurant Management. (Lee)

2.1.5 Strengthen the College's community relationships via the Alumni Association.

- 1) Continue collaboration with Amigos de Pima. Participate in coordinating a fundraising event. (Duran/Vanis)
- 2) By-laws for the PCC Alumni Association were approved by the PCC Foundation Board on January 25, 2007. A steering committee has been meeting monthly to plan the structure and activities of the Association. The first Annual Meeting of the Association is scheduled for April 19, 2007; other events are being discussed. A regular email newsletter is being sent to nearly 14,000 alumni. Over 500 alumni have registered on the PCC web site and have received membership cards. (House)

Strategy 2.2 Continue to expand and enhance collaboration with the business and corporate communities

Responsibility Campus Presidents: Dr. Louis Albert, Dr. Johnson Bia, Dr. Richard Duran/Dr. Mary Vanis, Jana B. Kooi, Dr. Sylvia M. Lee, Dr. Raul Ramirez/Charlotte Fugett

Completed 3/31/07

2.2.1 Collect information on College connections to the business and corporate communities.

- 1) The Division of Health Related Professions maintains partnerships with over 150 hospitals, clinics and other health providers. A) The Archaeology Department maintains multiple community partnerships with business and industry. (Albert)
- 2) A Civic Learning Expo is held each year at the WC, partnering with local non-profit organizations to provide students with volunteer and student learning opportunities. (Albert)
- 3) WC-Social Services maintains relationships with 80-100 community agencies; internships, co-ops, classes (Albert)
- 4) EC worked closely with UA South to develop, plan and implement a survey of educational needs for employees working at the Science and Technology Park. (Fugett)
- 5) EC representatives visited seven Vail District schools (elementary and middle) to talk to classified staff about Vail Classified Academy and Pima College program. (Fugett)
- 6) The East Campus met with Tanque Verde Guest Ranch to work out a class/seminar on horsemanship. (Fugett)
- 7) In collaboration with District Marketing, East Campus representatives staffed an outreach venue at Vail Pride Day, an event that attracted thousands to the Pima County Fairgrounds. (Fugett)
- 8) Community Campus Workforce and Business Development Contract Training Team continues to play an important role in business and corporate training by conducting market analysis, strategic planning, and maintaining strong relationships with local employers. Contract Training partners with local and national companies to explore integrating distance education and experiential learning into certificate and degree options as well as offering traditional workforce training courses. (Complete) (Kooi)

- 9) PCC Adult Education has classes at these businesses: AGM Container Controls, Ventana Medical Systems, University Medical Center, Tucson Medical Center, La Posada Retirement Community, Desert Diamond Casino, KBI Construction, IOTA Engineering, Granite Construction, Arizona Diamondbacks (Kooi)
- 10) NWC Survey the campus faculty and staff to learn about what agencies, organizations, and other community based groups they are involved with in our local service area. This will provide us with an automatic connection for us to expand and enhance collaboration. (Lee)

2.2.2 Analyze inventory and identify deficiencies and strengths.

- 1) Created, analyzed and presented to Chancellor's Cabinet an inventory of local and state non-profit, economic development-related boards, members, and their affiliations. More than 1,752 records included in database. (Tilson)

2.2.3 Develop coordinated business and corporate community connections for each campus service area.

- 1) Detail: WC Assessment Center has entered into partnerships with business and industry to offer testing and assessment that meet workforce development and professional development requirements. (Albert)
- 2) The Division of Health Related Professions collaborates with the TUSD Health Magnet Program at Catalina High School. In addition, new advisory groups were created to strengthen connections and meet business and community needs (Visual Arts, Technology and Clinical Lab Sciences, including HTP and MLT). (Albert)
- 3) DC has created 12 Community Advisory Committees for 12 different degree and/or certificate programs with employment representatives from inside and outside the DC Service Area. (Bia)
- 4) DC administrative leadership is active with the WIA, WIB Planning committee, County One Stop, Az DES, the new JTED Board and several other community employment planning work groups. (Bia)
- 5) Develop a campus outreach plan to the local businesses within the campus service area. (Duran/Vanis)
- 6) Establish contact partnership with the evolving shopping center near DVC. (Duran/Vanis)
- 7) The Community Campus Center for Learning Technology (CLT) has begun providing online design services to Workforce and Business Development and their clients. (Kooi)
- 8) Community Campus collaborates with partners to leverage resources - University of Maryland; NAU partnership; Desert Angels; WIB Board; State and Federal Prisons; DMAFB; Vision Charter School; Green Valley Performing Arts group and Pima County. (Kooi)
- 9) NWC -Share campus speakers list with local service area businesses. (Lee)
- 10) NWC has determined needs of employers such as Honeywell and Ventana Medical Systems. (Lee)
- 11) NWC has determined needs of employers in the restaurant/resort fields such as La Paloma, El Conquistador. (Lee)

2.2.4 Invite the business and corporate community to actively participate in College educational programs and events.

- 1) a) The Nursing Department/Division developed and implemented contract nursing programs for Carondelet Health Network and Tucson Medical Center. B) West Campus Student Development partnered with multiple apartment complexes surrounding the West Campus for recruitment purposes. (Albert)
- 2) DC Student Life Office maintained existing partnerships and established new relationships with community businesses by organizing campus visits and providing space for their promotional activities. (Bia)
- 3) The Department of Public Safety participated in the Northwestern University Staff and Command School and the Governor's Office of Highway Safety DUI Task Force. An advisory board member to 88-CRIME is a member of our DPS. The College also provided funding to 88-CRIME for information that leads to the arrest of known felons. (Fugett)
- 4) East Campus Student Life Office maintained existing partnerships and established new relationships with community businesses by organizing campus trade shows and providing space for promotional activities. (Fugett)
- 5) The East Campus Writing Department offered an Authors' Series of lectures that allowed local novelists and experts a chance to share their expertise with the community. (Fugett)
- 6) Math Awareness Day at the East Campus focused on Mathematics and Voting, a subject developed by the website mathaware.org in response to national Math Awareness Month. (Fugett)
- 7) East Campus' Upward Bound grant includes charter high schools Tucson Accelerated and Project PPEP as participants. (Fugett)
- 8) EC Veterinary Technology Program partnered with the Gaslight Theater for a campus-wide fundraising event for the Class of 2008. (Fugett)
- 9) Community Campus Workforce and Business Development Public Safety and Emergency Services Institute (PSESI) as approved through Prop 301, is developing a new law enforcement academy to provide an additional opportunity for students to become Arizona Peace Officer Standards & Training (AZPOST) certified peace officers. This program specifically addresses an unmet need of small and medium law enforcement agencies in Pima County, and is being developed in conjunction with these agencies. (In Progress) (Kooi)
- 10) Community Campus collaborates with partners to leverage resources - University of Maryland; NAU partnership; Desert Angels; WIB Board; State and Federal Prisons; DMAFB; Vision Charter School; Green Valley Performing Arts group and Pima County. (Kooi)
- 11) NWC-Invite the business and corporate community to actively participate in the campus educational programs and events (i.e., Internship and Career Fair). (Lee)
- 12) NWC -Met with TRICO Electric CEO. (Lee)
- 13) NWC To meet with Major Hotel's General Managers. (Lee)
- 14) NWC To meet with Pascua Yaqui Director. (Lee)
- 15) NWC Met with Northwest Medical Center CEOs. (Lee)

- 16) PCC Foundation has established a corporate relations committee with a goal of providing more opportunities for industry groups to learn more about industry-specific programs at PCC. (House)

Strategy 2.3 Strengthen the strategic advocacy program for PCC with legislative and governmental bodies at the local, state, and federal levels

Responsibility Dr. Roy Flores, Chancellor.

Completed 3/31/07

2.3.1 Identify unmet needs of the College and the community that require legislative action.

- 1) A) Chancellor and campus presidents are continuing to hold meetings with various groups such as chambers of commerce, etc. B) Presidents and Deans are currently participating as board members to various local non-profit and for-profit organizations and will be getting some feedback from these groups. C) Hired Dan Eckstrom to work with community-based organizations and local elected officials. (Cuyugan)

2.3.2 Enlist the support of the alumni, the community and business leaders to advance the College's legislative priorities.

- 1) Created the Alumni Association; sent 2 newsletters to inform them of the College's priorities. (Cuyugan)

2.3.3 Coordinate the legislative objectives of the College with other local governmental entities, Native American tribes and nations.

- 1) Legislative priorities shared with local P-20, K-12 and Universities. (Cuyugan)

2.3.4 Develop legislative information resources for College employees.

- 1) NWC Share legislative information resources for College employees. (Lee)
2) NWC has implemented new course offerings in the towns of Marana and Oro valley. (Lee)
3) Staff and faculty council are updated regularly on legislative developments. (Cuyugan)

2.3.5 Cultivate and sustain relationships with local governmental officials.

- 1) President Lou Albert and Division Dean of Student Development, Betty Elasowich, serve as commissioners for Tucson's Metropolitan Education Commission. (Albert)
2) DC has, as mentioned in the Strategy/Action 2.2.3 response taken a leadership role for the college by actively participating in several workforce related committees, boards and taskforces. (Bia)
3) The DC has very actively coordinated with the College Grant's Office to secure Title V, HUD, CBTG and Trio grants during the last twelve months. (Bia)

- 4) DC President's office has developed a relationship with City of Tucson Ward III, and the office of Councilmember Karen Ulich. (Bia)
- 5) Representatives from the East Campus cabinet maintain a working relationship with Ward IV offices (Shirley Scott), with one serving as her appointee on an Advisory Group for the KIDCO program. (Fugett)
- 6) East Campus cabinet members volunteer for the City of Tucson's "Back to School Bash". (Fugett)
- 7) EC President Fugett served on a presentation panel at Vail Pride Day with the Mayor, members of the City Council and Board of Supervisors, District 30 State Senator, County School Superintendent and the Superintendent and members of the Vail School District Board. (Fugett)
- 8) PCC Adult Education students and staff have met regularly with local, state and national legislators, (including the Arizona Governor) by visiting the legislators in their offices and inviting them to PCCAE learning centers. (Kooi)
- 9) Community Campus has established relationships supporting the Pascua Yaqui contract partnerships and the Refugee Education Program Contract. (Kooi)
- 10) The NWC has cultivated relationships with the Town Council and Town Managers at Marana and Oro Valley. We are in the process of exploring having a PCC presence in both towns. (Lee)

2.3.6 Coordinate with the College Grant's Office to secure Federal funding.

- 1) a) The West Campus developed and submitted a Math and Science Upward Bound Program proposal for \$1.25 million. b) The West Campus will be a participant in the 2007GEAR-UP Grant Proposal and houses the current GEAR-UP program. c) The West Campus is implementing Year 1 activities from the Dept. of Education Title V grant award. (Albert)
- 2) DC has, as mentioned in the Strategy/Action 2.2.3 response taken a leadership role for the college by actively participating in several workforce related committees, boards and taskforces. (Bia)
- 3) The DC has very actively coordinated with the College Grant's Office to secure Title V, HUD, CBTG and Trio grants during the last twelve months. (Bia)
- 4) DC President's office has developed a relationship with City of Tucson Ward III, and the office of Councilmember Karen Ulich. (Bia)
- 5) Positive results were obtained from a final audit of the EC's first Upward Bound grant, POO47A030578-06. (Fugett)
- 6) The East Campus developed and was awarded a 4 year, \$1million, Upward Bound grant from the Department of Education which runs through 2011. (Fugett)
- 7) Community Campus has established relationships supporting the Pascua Yaqui contract partnerships and the Refugee Education Program Contract. (Kooi)
- 8) Grant's Office has been moved under the same supervision of the Assistant Vice Chancellor of External Relations. (Cuyugan)

2.3.7 Identify and cultivate Pima students as spokespersons to advocate for the College at the state and federal level.

- 1) The West Campus Student Government President was selected as a delegate to the fall 2006 Arizona Town Hall and attended the federal Legislative Week in Washington, DC with the Chancellor. (Albert)
- 2) The West Campus Student Government Vice President has been selected as a delegate to the spring 2008 Arizona Town Hall in Prescott Arizona. (Albert)
- 3) A West Campus Phi Theta Kappa Officer has been elected the Phi Theta Kappa International President. (April 2008). (Albert)
- 4) PCC Adult Education students have attended several trainings on developing relationships with people in power, including developing public speaking skills. (Kooi)
- 5) NWC Educate and encourage Northwest campus students as spokespersons to advocate for the College at the state and federal level. (Lee)
- 6) NWC Invite student government leaders to train/teach NWC student government on lobbying strategies. (Lee)
- 7) Two student representatives attended the Annual AACCC Legislative Summit and met with the Arizona delegation in advocating for community college issues. (Cuyugan)

2.3.8 Develop integrated messages that brand the College as core to regional growth and development.

- 1) Marketing department has developed and distributed publications with messages that brand the College as core to regional growth and development. (Wakefield)

2.3.9 Position the College as central to workforce educational issues in a manner that is recognized by all levels of government.

- 1) DC has, as mentioned in the Strategy/Action 2.2.3 response taken a leadership role for the college by actively participating in several workforce related committees, boards and taskforces. (Bia)
- 2) The DC has very actively coordinated with the College Grant's Office to secure Title V, HUD, CBTG and Trio grants during the last twelve months. (Bia)
- 3) DC President's office has developed a relationship with City of Tucson Ward III, and the office of Councilmember Karen Ulich. (Bia)
- 4) Community Campus received Perkins funds to develop an online faculty mentoring program for strengthening writing skills across the curriculum and for five targeted occupational areas that need to ensure student success: Digital Arts (DAR); Early Childhood Education (ECE); Administration of Justice (AJS); Computer Information Systems (CIS); and, Business (BUS). (Kooi)
- 5) Community Campus continues to support the Westside Neighborhood Associations and the Westside Weed and Seed Coalition by providing an annual small business development workshop during the month of May each year. The purpose of workshop is the support of new businesses and members of the coalition who have ideas about starting new businesses in the area. (Kooi)
- 6) Community Campus Workforce and Business Development Public Safety and Emergency Services Institute (PSESI) has become the primary training center for public and private agencies in emergency and safety services. We provide essentially

- all public safety educational training for our region (fire, paramedic, law enforcement, corrections.) (Kooi)
- 7) Community Campus Workforce and Business Development Small Business Development Center (SBDC) has become the de facto referral institution of choice for businesses seeking development strategies. We provide consulting services and strategic planning support for our region as businesses work to grow. The SBDC is also strategically involved with other partners seeking to further regional economic development goals. (Kooi)
 - 8) Pima Community College, through the Community Campus, provides post degree certification for Elementary and Secondary Education, and Special Education starting this summer, to assist local school districts to meet their needs with teacher shortages in these areas. This need is recognized at all levels of government in the state. (Kooi)
 - 9) Community Campus Workforce and Business Development hosts and facilitates the monthly meetings of the Pima Inter-agency Training Council (PITC). PITC is a group composed of the Chiefs and Training Chiefs of Pima County fire departments, and meets monthly to collaborate on regional training efforts for fire service personnel. While PITC is not a governmental body, our participation with them increases the visibility of the College as "central to workforce issues" with the fire districts, which are governmental and quasi-governmental entities, and provides a venue for advocacy. (Kooi)
 - 10) Community Campus Workforce and Business Development is a member of the Arizona Fire Chiefs' Association, along with most of the other community colleges that offer fire science and emergency medical technology programs. The Arizona Fire Chiefs' Association advocates for the fire service community in Arizona on issues including education with Arizona state government. (Kooi)
 - 11) Community Campus Workforce and Business Development Workforce Investment Act Office Program Coordinator, Leslie Fisher, serves on the WIB Youth Council. (Kooi)
 - 12) Community Campus President, Jana Kooi, serves on the Tucson Regional Economic Opportunities (TREO) Community Committee for the Regional Visioning Project subcommittee. (Kooi)
 - 13) Community Campus President, Jana Kooi, serves on the American Association of Community Colleges (AACC) Commission on Economic and Workforce Development. (Kooi)
 - 14) Community Campus President, Jana Kooi, serves on the Arizona Department of Education, State Board of Education, Teacher Certification Advisory Committee (CAC). (Kooi)
 - 15) Community Campus President, Jana Kooi, serves on the University of Arizona College of Education Professional Preparation Board. (Kooi)
 - 16) Community Campus Dean of Workforce and Business Development, Nancy Russell, serves on the Tucson Regional Economic Opportunities (TREO) subcommittee for innovation and the workforce. (Kooi)
 - 17) Community Campus Dean of Workforce and Business Development, Nancy Russell, serves on the Workforce Investment Board (WIB) planning committee. (Kooi)
 - 18) Community Campus Dean of Workforce and Business Development, Nancy Russell, has been nominated as the sole candidate from our region to serve on the national

board of the National Council for Continuing Education and Training (NCCET).
(Kooi)

- 19) Community Campus Dean of Workforce and Business Development, Nancy Russell, serves on the WIRED grant planning group, which involves blending workforce and economic development issues. (Kooi)
- 20) Community Campus Director of the Center for Training and Development, Brian Stewart, serves on the Eligible Training Provider List (ETPL) Board. (Kooi)
- 21) Community Campus Director of the Center for Training and Development, Brian Stewart, serves on the Arizona State Board of Nursing. (Kooi)
- 22) Division Dean for Instruction for Community Campus, Cynthia McCafferty, serves on the Arizona Department of Education Teacher Certification Program Approval Team, which reviews and recommends program approval (or disapproval) for all teacher certification programs in Arizona. (Kooi)
- 23) Pima Community College is a founding member of the Global Corporate College (GCC), a consortium of community colleges across the nation. (Kooi)
- 24) A) Chancellor is a member of the TREO and Southern Arizona Leadership Council board, Downtown Campus President Dr. Johnson Bia is a member of the WIA board, and Dean of Instruction Dr. Harry Muir is a board member of JTED. B) Jana Kooi (Cuyugan)

2.3.10 Conduct feasibility study on the need for expanded educational opportunities to meet the workforce needs of the community.

- 1) DC has, as mentioned in the Strategy/Action 2.2.3 response taken a leadership role for the college by actively participating in several workforce related committees, boards and taskforces. (Bia)
- 2) The DC has very actively coordinated with the College Grant's Office to secure Title V, HUD, CBTG and Trio grants during the last twelve months. (Bia)
- 3) DC President's office has developed a relationship with City of Tucson Ward III, and the office of Councilmember Karen Ulich. (Bia)
- 4) EC worked closely with UA South to develop, plan and implement a survey of educational needs for employees working at the Science and Technology Park. (Fugett)
- 5) Commissioned NCHEMS and completed the study on "Unmet Needs for Baccalaureate Education in Pima County." (Cuyugan)

Strategy 2.4 Continue to enhance relations with other educational providers

Responsibility Dr. Suzanne L. Miles, Provost. Campus Presidents: Dr. Louis Albert, Dr. Johnson Bia, Dr. Richard Duran/Dr. Mary Vanis, Jana B. Kooi, Dr. Sylvia M. Lee, Dr. Raul Ramirez/Charlotte Fugett

Completed 3/31/07

2.4.1 Conduct research on improving partnerships with educational providers.

- 1) Language that the college has signed agreements with Indiana University and the University of Maryland to increase opportunities for our students to get baccalaureate degrees. (Steinman)
- 2) DC Student Life Office has enhanced an existing relationship with the Center for Student Involvement and Leadership at the University of Arizona by working closely on leadership initiatives and programs. (Bia)
- 3) The collaboration between the University of Arizona Blue Chip Leadership program and the Pima Leadership Institute has promoted student success and supported students transferring from Pima to the University. (Bia)
- 4) The Student Life Office has also been actively involved in the development and promotion of the Arizona Collegiate Leadership Conference held in February at the University of Arizona. (Bia)
- 5) DC Instruction Division has actively participated in researching and implementing strategies to enhance partnerships with all 11 county-wide school districts through its involvement with Tech Prep, JTED, WIB Planning Committee, County One Stop, and working with various Charter Schools on creating educational opportunities for their students. (Bia)
- 6) 11 Downtown Campus students attended the Arizona Collegiate Leadership Conference (ACLC0. (Bia)
- 7) Campus administration to meet with service area school superintendents twice a year. (Duran/Vanis)
- 8) DV Student Development to meet with counselors in service area high schools. DV Student Development to meet with high school counselors in April, 2006. (Duran/Vanis)
- 9) Representatives from Organizational and Professional Development shared knowledge through participation in learning, information exchange and workshop facilitation with EduCause, Carnegie Mellon University, Kansas State University, Williamette University, Contra Costa College and Central Michigan University. (Fugett)
- 10) EC's Upward Bound Program focuses on at-risk students from TUSD's Santa Rita and Palo Verde High Schools, as well as charter schools Tucson Accelerated and PPEP Tech. (Fugett)
- 11) East Campus serves as a Corporate Partner in the San Miguel High School intern program. (Fugett)
- 12) An EC Career Advisor presented at the Ochoa Elementary CAREER Fair. (Fugett)

- 13) East Campus representatives met with UA South, Northeast Education Center, and Southeast Education Center advisors to share information on the Vail Classified Academy. (Fugett)
- 14) Community Campus Workforce and Business Development Contract Training Team, through its ITCAP contract, has many national students work with schools across the country to transfer credits into or out of those schools. Current initiatives include establishing transfer arrangements with Central Georgia Technical College. (Complete) (Kooi)
- 15) PCC Adult Education has extensive partnerships with Sunnyside School District, Tucson Unified School District, Amphitheatre Schools, and Flowing Wells School District through its Family Literacy program and community-based classes. (Kooi)
- 16) Community Campus has a partnership and collaboration for IT support with Northern Arizona University (NAU), offers math classes on-site at University of Arizona (UA), and collaborates on grant submission with K-12 (TUSD, Sunnyside). (Kooi)
- 17) AVC for Student Services is President Elect for the AZCSAO's organization, and working with other colleges to developed plans to implement student development statewide guidelines. (Jennings)

2.4.2 Benchmark the Arizona P-20 Council and other effective pre-school to grade 20 (P-20) efforts in the U.S. and use findings to guide the development of new programs.

- 1) To date, DC leadership efforts in Tech Prep and Dual Enrollment are the best examples of ways DC has collaborated with Arizona P-20 Council educational providers to develop effective programs that create resource efficiencies. (Bia)
- 2) NWC Ensure campus SD staff provide recruitment and outreach services to all of our local service area schools. (Lee)

2.4.3 Collaborate with Arizona P-20 Council educational providers to develop effective programs that create resource efficiencies.

- 1) a) The West Campus Spanish Department created Spanish for Social Workers in conjunction with Arizona State University-Tucson. B) The PCCUA Transfer Coordination Committee designs and implements programs and presentation to educate students about the issues, challenges, and management of transferring. b) The West Campus Division Dean for Student Development is the co-chair for the Program for Joint Admissions between PCC and U of A. 2006-2007 marks the third cohort of students in the Program for Joint Admissions. c) On February 14, 2007, West Campus Student Development hosted the "Love Your Major" event that allowed students to speak with U of A faculty and staff about major options, UA admissions, financial aid and scholarship opportunities. (Albert)
- 2) The Dean of Student Development is serving as the evaluator for the Regional College Access Center sponsored by the Metropolitan Education Commission (Spring 2008) (Albert)
- 3) A 2+2 brochure for the U of A's Department of Agricultural Resources and Economics is under development. (Bia)
- 4) Instruction will expand off campus programming and continue dual enrollment at the following schools: Sahuarita, San Miguel, Sunnyside, Desert Vista, Pueblo and

Tolticalli - Evening classes offered at Sahuarita High School Spring 2007; started dual enrollment program with San Miguel Fall 2006. Dual enrollment continued with other bridge schools. (Duran/Vanis)

- 5) Provide enrollment feedback to service area high schools. (Duran/Vanis)
- 6) The East Campus promotes Upward Bound grant opportunities to four service area high schools. (Fugett)
- 7) In conjunction with a Metropolitan Education Commission board member request, the EC provided a tour of occupational areas. The students who participated in the pilot were from Mesa Verde Elementary. (Fugett)
- 8) Community Campus has entered into a partnership with Arizona Sonora Desert Museum (ASDM), Tucson Unified School District (TUSD), and Sunnyside School District to develop K-12 online science modules and teacher professional development training to enhance K-12 science education. (Kooi)
- 9) Community Campus continues to develop professional development curriculum for the K-12 school districts. A program coordinator has been hired to work directly with the school districts to identify needs and market the professional development courses. CC continues to successfully deliver Arizona Department of Education approved Structured English Immersion Endorsement curriculum to teachers and administrators throughout Pima County. Arizona Educator Proficiency Assessment (AEPA) test preparation courses are currently being developed for the Special Education certification exam and online science curriculum is being discussed with various school districts. (Kooi)
- 10) Details NWC Encourage more staff to participate in the Marana Bridge Project. (Lee)
- 11) NWC Promote Upward Bound Grant opportunities to local service area high schools. (Lee)
- 12) NWC Promote campus speakers list to all of our local service area schools. (Lee)
- 13) NWC Invite faculty and staff to participate in local service area school events and activities (Parent nights, College nights, fundraising, etc.). (Lee)
- 14) NWC Secure state funding support for launch of the Direct Support Provider program. Grant of \$30K provided by state to Pima Council on Aging for Direct Caregiver training. (Lee)
- 15) NWC Distributed 2,000 90/30 brochures to promote program. (Lee)
- 16) NWC Survey employees of Northwest Medical Center to determine employees educational needs. (Lee)
- 17) NWC has strengthened the partnership with Northern Arizona University regarding the 2+2 Hotel Restaurant Management Program. (Lee)
- 18) NWC has collaborated with the University of Arizona to develop a geology faculty shared position. (Lee)

Strategy 2.5 Identify institutional barriers

Responsibility Dr. Suzanne L. Miles, Provost

Completed 6/30/07

2.5.1 Identify existing physical barriers.

- 1) Services have been taken out to the community. (Miles)
- 2) Distance education offerings have increased. (Miles)
- 3) Disabled student resources barriers have been identified and corrected. (Miles)
- 4) a) The selective admissions processes for the Health Related Professions have been automated. B) To further the accessibility of Financial Aid, the West Campus Financial Aid staff offer weekly one-on-one financial aid sessions to assist students with FAFSA completion. (Albert)
- 5) DC has identified physical service area barriers and taken its service out to its community through the HUD EEE program, the Partnership Council and the newly formed Service Area Council. (Bia)
- 6) In addition, by taking over the offering of Catalina, Catalina Foothills and Rincon/University High School site programs, the DC has extended its educational services deeper into its Service Area. (Bia)
- 7) The DC has also offered multiple courses at the Chinese Cultural Center during the 2006 fall and 2007 spring semesters in an effort to meet the college credit needs of its service area constituents. (Bia)
- 8) DC has started to offer hybrid courses in the sciences and writing disciplines. (Bia)
- 9) The EEO/AA Office has worked closely with the Facilities Department to alleviate issues related to the West Campus and its restrooms, elevators, stairs and the Center for Fine Arts. Meetings were held with students to hear their thoughts about any physical barriers at the West Campus they could identify or about which they had concerns. (Fugett)
- 10) NWC-Survey students on campus to determine existing barriers. (Lee)
- 11) NWC-Created President's Communication Wall Board in Cafeteria to solicit student comments. (Lee)
- 12) NWC -Offered/offering student and staff/faculty open forums on Campus. (Lee)
- 13) NWC -Share results with campus administrators, faculty and other staff to address barriers. (Lee)
- 14) Developed plan to enhance the Summer Bridge program. (Jennings)
- 15) Office of the AVC of Student Services, with the help of Deans of Student Development, identified needs of the Disabled Student Services offices in an Executive Summary to the Provost (April 1, 2007). (Jennings)
- 16) West Campus Student Development offered a "Cash for College" Fair open to the community to identify multiple ways for students to pay for college. Representatives from banks, credit unions, government agencies like Pima-One Stop, human resources representative from PCC, UA and ASU, PCC Foundation, the Metropolitan Education Commission to demonstrate the new Regional Access Center and others. (UA)

2.5.2 Adjust service hours to meet student needs.

- 1) District services are provided at more flexible times. (Miles)
- 2) Campuses are more consistent in offering evening & weekend services. (Miles)
- 3) On-line support has been extended to evenings and weekends. (Miles)
- 4) DC has identified physical service area barriers and taken its service out to its community through the HUD EEE program, the Partnership Council and the newly formed Service Area Council. (Bia)
- 5) In addition, by taking over the offering of Catalina, Catalina Foothills and Rincon/University High School site programs, the DC has extended its educational services deeper into its Service Area. (Bia)
- 6) The DC has also offered multiple courses at the Chinese Cultural Center during the 2006 fall and 2007 spring semesters in an effort to meet the college credit needs of its service area constituents. (Bia)
- 7) DC has started to offer hybrid courses in the sciences and writing disciplines. (Bia)
- 8) The EEO/AA Office staff meets with people during times and at places that are best for the client; although clients are encouraged to use the EEO/AA office for purposes of preserving privacy and discretion. (Fugett)
- 9) For 2007-8, the EC offered hybrid courses in eight disciplines (AJS, BIO, FSN, MAT, WRT, REA, PHT, and PSY). (Fugett)
- 10) Online tutoring offered during extended hours, M-Th from 6-10pm, and Sat and Sun from 12-5pm. In addition, telephone assistance available on Sat and Sun from noon - 5 pm. (Kooi)
- 11) Community Campus Workforce and Business Development Arizona Prison Program student advisor work hours were changed to accommodate work hours of student base. This allows for students to meet with advisor at their convenience, with less disruption to their schedules. (Complete) (Kooi)
- 12) Community Campus extended on-line student support with weekend and evening hours. (Kooi)
- 13) NWC has increased Saturday and Sunday offerings in the sciences to meet student demand. (Lee)
- 14) Increased student service summer campus hours, all campuses now open on Saturday in the summer. (Jennings)

2.5.3 Increase offerings at public schools, businesses, community centers, and other locations.

- 1) Offerings increased in the community including the Chinese Cultural Center, areas high schools, workforce sites, Marana center, and federal & state prison sites. (Miles)
- 2) Increase in hybrid and distance education offerings. (Miles)
- 3) PCAE and Gear-Up offerings and activities increased. (Miles)
- 4) Disabled student resources barriers have been identified and corrected. (Miles)
- 5) The West Campus has increased dual enrollment offerings at partner high schools. (Albert)
- 6) DC has identified physical service area barriers and taken its service out to its community through the HUD EEE program, the Partnership Council and the newly formed Service Area Council. (Bia)

- 7) In addition, by taking over the offering of Catalina, Catalina Foothills and Rincon/University High School site programs, the DC has extended its educational services deeper into its Service Area. (Bia)
- 8) The DC has also offered multiple courses at the Chinese Cultural Center during the 2006 fall and 2007 spring semesters in an effort to meet the college credit needs of its service area constituents. (Bia)
- 9) DC has started to offer hybrid courses in the sciences and writing disciplines. (Bia)
- 10) The EC has set up an office at the UA Science and Technology Park and will share classroom space with the UA South. (Fugett)
- 11) The East Campus provides classes at Sahuaro, Cieniga, and Vail Charter High Schools. (Fugett)
- 12) Community Campus Workforce and Business Development Arizona Prison Program is reviewing potential to bring classes to the federal and state prison sites for staff to attend classes before and after work. (In Progress) (Kooi)
- 13) PCC Adult Education currently has classes in over 40 public schools, businesses, community centers and other locations. (Kooi)
- 14) NWC -Share results of survey sent to Marana residents with campus community to address barriers and increase offerings at public schools, businesses, community centers, and other locations. (Lee)
- 15) NWC -Increase offerings at Marana and Mountain View High Schools. Introduced robust evening schedule at Marana Middle School with additional offerings at Marana High School. (Lee)
- 16) NWC is offering credit courses in Marana schools, Oro Valley, the Northwest Medical Center and UMC Cancer Center. (Lee)
- 17) Increased Tech Prep offerings at 20+ high schools in southern Arizona. (Jennings)
- 18) During the fall and spring terms, the Gear Up Program has served 7th grade students via campus tours at the Desert Vista and West Campus. (Jennings)

2.5.4 Survey students to determine level of technology available at home and work.

- 1) Survey completed by District IT to PCC students. (Miles)
- 2) Provide an extreme registration day to expand enrollment services including a new student orientation - Extreme Registration event was held on November 30, 2006. (Duran/Vanis)
- 3) Tech Survey

Strategy 2.6 Identify and remove educational barriers

Responsibility Campus Presidents: Dr. Louis Albert, Dr. Johnson Bia, Dr. Richard Duran/Dr. Mary Vanis, Jana B. Kooi, Dr. Sylvia M. Lee, Dr. Raul Ramirez/Charlotte Fugett

Completed 9/30/07

2.6.1 Increase bilingual marketing materials.

- 1) Details West Campus International Students Services Office worked with PCC Marketing to create a recruitment flier in Spanish. (Albert)

- 2) DC Translation Studies faculty promote new program in English and Spanish to prospective students. (Bia)
- 3) Provide expanded programs for adult learners and their families with a Family Celebration Day. (Duran/Vanis)
- 4) Provide bilingual campus signage. (Duran/Vanis)
- 5) Translate appropriate campus/program materials to Spanish. (Duran/Vanis)
- 6) Community Campus Student Development Live Chat will be available utilizing Spanish speaker/writer. (Kooi)
- 7) Most of PCC Adult Education recruiting materials are published in both Spanish and English. CC (Kooi)
- 8) PCC Adult Education routinely recruits and hires bilingual/multilingual staff as required by the program. (Kooi)

2.6.2 Recruit faculty and staff to reflect the demographic composition of the community.

- 1) The office of Organizational and Professional Development is in the process of designing and scheduling workshops regarding understanding generational differences and how to teach across generational divides. (Fugett)
- 2) (a) On-going review of the EEO census is made to identify areas of focus. (b) Sabbatical recommendations include faculty member's immersion in Spanish to clarify instruction and advisement, to the extent permitted by Article XXVIII of the Arizona Constitution (Proposition 103). (Fugett)
- 3) At the beginning of FY 2008 62% of DC faculty were female and 26% of DC faculty were identified as a member of an ethnic minority group. The gender statistic is slightly high when compared to the gender of the DC student body (62% to 53%) and low when compared to the ethnicity of DC students (26% to 41%). (Bia)
- 4) At the beginning of FY 2007 59% of NW faculty were female and 19% of NW faculty were identified as a member of an ethnic minority group. The gender statistic is comparable when compared to the gender of the NW student body which is 60% female; the ethnicity % of faculty is low when compared to the ethnicity of NW students which is 26%. (Lee)

2.6.3 Expand program variety and accessibility for underserved populations.

- 1) a) West Campus financial aid staff participated in "Super Goal Sunday" to provide hands-on assistance to students and their families applying for financial aid. B) West Campus advisors and International Student Services advisors are providing increased web-based information and advising for students and prospective students. c) PCC web-based information on health related professions is kept current by West Campus counselors working with the health related professions faculty. (Albert)
- 2) West Campus staff take educational opportunity materials and fliers to Neighborhood Centers, local apartment complexes, libraries and other business. This includes information on "Cash for College" which is a major challenge for underserved populations. (Albert)
- 3) The West Campus is developing a partnership with the Tohono O'odham Community College to begin a Community Health Certificate Program. (Albert)

- 4) The Admissions Office had coordinated an online nursing program application process to assist prospective students with determining their eligibility and prerequisite status. (Albert)
- 5) To further assist visually impaired students in math classes, WC and EC are collaborating to make Math/Science formulas easily accessible to those students. (Albert)
- 6) Disabled Student Resources is working with the Libraries and Learning Centers to place more assistive technology for student use and to expand accessibility. (Albert)
- 7) DC DSR has established a strong collaboration with the University of Arizona Disability Resource Center. They have met to discuss documentation requirements for PCC students who are transferring to UA (and vice-versa) to ensure a smoother transition for disability services. (Bia)
- 8) DC DSR is collaborating on setting up Parent Nights for high school seniors in special education programs who are interested in transferring to postsecondary education. They have created an in-service for high school transition specialists from the Tucson-area to focus on Pima or UA procedures, timelines, and how they can help the high school senior make a smoother transition to postsecondary education. (Bia)
- 9) DC DSR is actively involved with the Foundation to make available and publicize scholarships for people with disabilities. The department has its own internal selection committee. They have also developed more proactive methods to let all students registered with DSR know about the scholarships, deadlines, and qualifications. (Bia)
- 10) DC DSR is making instructors more aware of the technology that is available to students with disabilities. They are also showing students how this technology can help them achieve greater success in the academic endeavors. (Bia)
- 11) DC Student Life Office is initiating a student survey to identify meaningful programs and barriers that prevent students from participation in campus activities. (Bia)
- 12) DC hosted Middle School Summer Program for 21 new and returning Pascua Yaqui youth in 2007. (Bia)
- 13) DC increased the number of web hybrid courses to increase accessibility for all underserved populations during the 2006-2007 academic year. (Bia)
- 14) DC Student Development worked with leaders from the Native American community to co-sponsor a "Back to School Bash" for Native American students and parents, offering workshops and displays on parenting resources, financial aid and tribal scholarships, importance of education for employment and adult education options. More than 250 people attended. (Bia)
- 15) The East Campus sponsored a seminar titled "Medicare Part D Explained. A to Z, Including Laws Related to Medications" presented by Michael Brady, J.D. The seminar attracted many participants in the baby boomer generation and was promoted extensively by the Pima Council on Aging and AARP. (Fugett)
- 16) EC Student Development initiated College-For-A-Day, a program where high school students (and their parents) were able to observe and participate in an actual classroom setting in English, Art, or Psychology, and to experience what it is like to attend college. The all day event included free financial aid and career workshops, assessments, and campus tours. (Fugett)

- 17) East Campus Student Life obtained reprint permission and distributed an annual calendar depicting important events in African-American history for Black History Month. (Fugett)
- 18) EC's Northeast Education Center sponsored a workshop on Financial Aid which included information provided by the PCC Foundation and the East Campus Financial Aid Office. (Fugett)
- 19) Math faculty at the East Campus has developed programming for MAT173 which makes the course available in distance learning format for blind students. (Fugett)
- 20) East Campus faculty have developed programming which allows Administration of Justice students to complete all their AJS requirements on-line (Fugett).
- 21) Community Campus Workforce and Business Development Arizona Prison Program adjusted schedule of students in one population to accommodate students in another population. Now reaching 50% more students who did not have access in the past. (Complete) (Kooi)
- 22) Online courses developed by the Community Campus Center for Learning Technology (CLT) are accessible to students with most physical disabilities. (Kooi)
- 23) NWC -Work in concert with East Campus to deliver Vet Tech, AJS and HRM classes Marana students, decreasing travel time for students by half. Classes are currently running. (Lee)
- 24) NWC implemented a "bridge program" with Marana High School - 9-12th graders where higher education is promoted. (Lee)
- 25) NWC To address to unmet need of a full time staff person, a part-time DSR Specialist was hired to provide full time services to students with disabilities. (Lee)
- 26) NWC is offering monthly evening FA workshops to help the community have a better understanding of the FA process. (Lee)
- 27) NWC assessed the need to offer ESL in Marana schools. (Lee)
- 28) Develop new charge and protocols for the Scholarship Committee which funds student Need and Activity Grants. (Jennings)

2.6.4 Educate faculty and staff regarding generational barriers (i.e. baby boomers, Generation X, Generation Y) to understand students.

- 1) The office of Organizational and Professional Development is in the process of designing and scheduling workshops regarding understanding generational differences and how to teach across generational divides. (Fugett)
- 2) The DC Deans of Instruction and Student Development have conducted faculty and staff workshops and meetings discussing the changing demographics of the students with a special emphasis on the characteristics of the Millennial student population coming to PCC from the high schools. (Bia)
- 3) In addition, as a summer professional development opportunity, over 30 copies of the World is Flat, by Thomas Friedman, were purchased and distributed to the Instruction, Student Development and Administrative Services leadership with a study guide and a charge to find ways to change the way we "do business" to meet the changing needs of the global community. Follow up meetings are planned for the 2007 spring semester. (Bia)

- 4) DC Dean of Instruction presented workshop for 20 NAU program coordinators and area directors on how to recruit community college students with an emphasis on millennial student characteristics. (Bia)
- 5) DC Dean of Instruction and Division Deans conducted a "New Student" workshop focusing on generational differences for adjunct faculty at the 2007 fall adjunct orientation (August 20, 2007). (Bia)
- 6) Conduct a workshop to faculty and staff on "Generational Barriers" - A Professional Development Proposal was submitted on December 15, 2006. (Duran/Vanis)
- 7) Community Campus Deans of Instruction and Student Development distributed an electronic version of a presentation entitled "Generations" (developed by Central Piedmont Community College for a national conference). "Generations" is a detailed view of demographics, expectations, behaviors, and community and educational views of several generations of Americans, that provides counselors and faculty with a perspective on current students. (Kooi)
- 8) NWC -Educate campus faculty and staff regarding generational barriers (i.e. baby boomers, Generation X, Generation Y) to understand our students. (Lee)
- 9) NWC conducted retention summit for faculty and staff that reviewed generational barriers and best practices. (Lee)
- 10) NWC as a significant percentage of our students are traditional-age, information was with campus faculty and staff regarding Millennial and Helicopter Parent issues to understand our students. (Lee)
- 11) NWC Student Development has had workshops on dealing with different generations of students, both at the campus and at various locations. (Lee)

2.6.5 Conduct student and community focus groups to identify perceived barriers.

- 1) West Campus conducted the ACCESS focus group in January 2007 to identify physical challenges of the campus for people with disabilities. A report has been compiled and is under review by campus administration. (Albert)
- 2) DC staff are working with the community agency "Youth on Their Own" which assists high school students who do not have family support to identify strategies to help these students transition to the community college. (Bia)
- 3) DC solicits input from all program advisory committees on opportunities and barriers for each program area. (Bia)
- 4) Conduct student and community focus groups. (Duran/Vanis)
- 5) NWC -Conduct student and local community focus groups to identify perceived barriers. (Lee)
- 6) NWC The Student Life Office will be leading a Multicultural Focus Group session the last Wednesday of each month. Discussions will involve Understanding Leadership in a Multicultural Community. (Lee)

2.6.6 Develop, deliver, and evaluate a college-wide "parent academy" to inform parents about importance of college degree.

- 1) The West Campus has established a Saturday date in April 2007 for "Family Day" for Cholla High School students to tour campus, discuss financial aid and admissions, etc. (Albert)

- 2) DC Staff Delivered Parent Workshop series and the Pre-College Workshop, "It's Your Choice, It's Your Future" to educate, inform and attract potential new students. Parent Workshop Series and "It's Your Choice, It's Your Future" program were funded through the Provost's Student Activities grants and have been presented to date at over 20 locations, including various schools, family wellness/resource centers, community agency fairs/meetings, community centers and on campus. (Bia)
- 3) Bi-lingual facilitators have been trained for both programs as part of the Student Development cross-training program. (Bia)
- 4) DC targeted parents of school-aged children at the Native American "Back to School Bash" at Downtown Campus; workshops focused on the importance of planning for college and what resources are available to help Native American families in educational planning. (Bia)
- 5) Provide "Parent Academy". (Duran/Vanis)
- 6) The East Campus' College-For-A-Day encouraged both potential students and their families to experience an actual classroom experience and become more informed regarding admissions, financial aid, and advising. (Fugett)
- 7) NWC -Invite faculty and staff to participate in events designed to inform parents about the importance of. (Lee)
- 8) NWC Special orientation programs were provided for the parents of traditional age students. (Lee)

2.6.7 Work with the Pima Community College Foundation to develop a “family scholarship” program.

- 1) Continue workshops for PCC Foundations Scholarships - Workshops are calendared on the Passport to Success Program flyers. (Duran/Vanis)
- 2) PCC Foundation executive director has provided workshops about on-line scholarship application program to student development personnel. Family scholarship program will be explored as a funding option as part of the Desert Vista Endowment Campaign. (House)

2.6.8 Strengthen pathway between non-credit and credit programs.

- 1) DC Programs OAP, HIT and non-credit MDA (CTD) have crosswalked curriculum as part of Cycle 3 program review to facilitate the smooth transition of students from non-credit to credit programs. (Bia)
- 2) Continue collaboration with CC on transitioning ABE/GED/ESL students to DVC. Fulltime faculty meets with transition counselor at Pima Adult Ed to discuss options to high level ESL students. Students who have low Compass scores encouraged to attend classes at Pima Adult Ed. (Duran/Vanis)
- 3) Retention efforts focus on PCCAE students from PROGRESS! and other programs who will transition from GED and other non-credit classes to credit classes. Open online registration for non-credit students enrolled through Community Education to ease their transition to registration for credit classes. Assign student IDs to all students. (Kooi)
- 4) PCC Adult Education Transition Program has developed an extensive College Preparation class, and PCCAE sites offer Progress, STU 100, Developmental Math classes. (Kooi)

- 5) When the noncredit staff attend functions where they market the noncredit program, they always have credit marketing materials available for new and continuing students. (Kooi)
- 6) NWC -Continue to offer and expand, where possible, summer programs like "Pima for Kids" & "Mad Science". Offering Community Ed Kid's and Teen's Art programs Spring 07. Pima for Kids summer program is scheduled for June 07 with expanded offerings. (Lee)
- 7) NWC coordinated meeting with PCAE and began offering GED preparation classes. (Lee)
- 8) NWC has worked with Community Campus to increase non-credit offerings at the Northwest Campus. (Lee)

2.6.9 Create a pathway for undereducated adults to attend college.

- 1) The West Campus houses PROGRESS!, a college-wide activity which is dedicated to re-entry and single parent adult students to attend college. (Albert)
- 2) Implemented relevant Year 1 provisions of the HUD HSIAC Grant to strengthen community partnerships and educational programs through the Education for Economic Empowerment program. (Bia)
- 3) Year 1 provisions are completed and Year 2 provisions are well underway with the semi-annual report being forwarded to the granting agency by the end of January 2007. Three cohorts have completed the Progress! course and the fourth cohort of students began on January 16. (Bia)
- 4) PCC Adult Education developed highly successful College Readiness Academies in conjunction with Desert Vista Campus to create pathways for undereducated adults to attend college. Also, PCCAE received grant-funding from the City of Tucson to conduct fast-track GED classes to assist students interested in further education. (Kooi)
- 5) The Center for Training and Development (CTD) has created a program crosswalk between their clock hour Licensed Practical Nurse (LPN) Certificate and the credit hour Registered Nurse (RN) AAS Degree program. Students who successfully complete the LPN program can move into the second year of the RN program and complete as a full-time student within one year. (Kooi)
- 6) The credit and non-credit Business and Office Programs are in the final phase of completing a joint program review. Through this collaboration, the SWOT and external review has resulted in action items that include creating an internal articulation for successful non-credit students to transition to various credit programs without the need to retake basic Business and Office courses. (Kooi)
- 7) The credit and non-credit Culinary Programs are in the final phase of completing a joint program review. Through this collaboration, the SWOT and external reviews have revealed the need to improve the intake process so that students are placed more appropriately in either CTD's clock-hour, non-credit program (which is hands-on intensive) or the AAS program. Additionally, an internal articulation will be created over the next three years for non-credit students to move into the credit program without retaking all coursework. (Kooi)
- 8) NWC -Encourage staff to develop programs to reach undereducated adults and help them to consider college as an option. (Lee)

- 9) The NWC has been advertising the PROGRESS!, a college-wide activity which is dedicated to re-entry and single parent adult students to attend college in Catalina to generate interest in the class. (Lee)
- 10) NWC ongoing discussion with Math faculty to develop a summer pilot program to assist Dev Ed math students using the College Readiness Academy as a model. (Lee)
- 11) NWC has begun offering GED class at the campus. (Lee)

Initiative 3: Establish a Student Retention System
Overall Responsibility: Dr. Suzanne L. Miles, Provost

Strategy 3.1 Develop a retention model

Responsibility Dr. Suzanne L. Miles, Provost

Completed 4/30/08

3.1.1 Select research based best practices from national and local resources.

- 1) DC Deans of Instruction and Student Development secured the HUD EEE grant program which is founded on best practices of recruitment and retention and are currently developing a Title V grant also utilizing the best practices of instruction delivery and student development theory to improve overall retention of all courses taught at the Downtown Campus. (Bia)
- 2) DC Dean of Instruction was the co-leader in developing the new PCC Retention Report and has used the same report to track classroom enrollment statistics by faculty member, day of the week, time of day and method of instruction. In the future, the report will be used by the campus Division Deans to assist in planning the DC schedule of classes. (Bia)
- 3) Identify and implement research based "best practices" utilized at the Desert Vista to the Provost office. (Duran/Vanis)
- 4) The Virtual Advising Center (VAC) continues to show remarkable growth indicating that students approve of this method of personal advising. More than 4,200 advising inquiries were honored during 2006, showing a growth of 22.8% over the previous year. (Kooi)
- 5) Several models from around the country were reviewed and summarized for the group. Some of these practices have been implemented on the campuses. (Riza)

3.1.2 Establish baseline retention data to be used as a benchmark for success

- 1) DC Deans of Instruction and Student Development secured the HUD EEE grant program which is founded on best practices of recruitment and retention and are currently developing a Title V grant also utilizing the best practices of instruction delivery and student development theory to improve overall retention of all courses taught at the Downtown Campus. (Bia)
- 2) DC Dean of Instruction was the co-leader in developing the new PCC Retention Report and has used the same report to track classroom enrollment statistics by faculty member, day of the week, time of day and method of instruction. In the future, the report will be used by the campus Division Deans to assist in planning the DC schedule of classes. (Bia)
- 3) NWC -Develop Best Practices survey and disseminate to campus. (Lee)
- 4) Using the Pima Retention Report, data was made available to use as baseline to analyze future trends in student retention among courses at same time frames, also used for class scheduling in connection with class track software. (Riza)

3.1.3 Implement best practices in retention for classrooms, student services, student life, and academic support services.

- 1) a) West Campus Student Development utilizes a full-time Retention Specialist dedicated to the academic counseling support needs of "at-risk" developmental students. B) Other retention practices at the West Campus include: the utilization of student-athlete advising model, international student advising model, the implementation of the First Year Experience, service learning, workshops and seminars conducted by counseling faculty, and career services. c) West Campus Student Life and Student Government activities include over 42 clubs focused on academic/personal interests, student programming/cultural activities, an active Student government and Leadership series, Phi Theta Kappa and other Honors activities. (Albert)
- 2) The 2nd Annual Student Festival was held at the DC on the first day of classes to assist students with campus services and community resources, while providing fun and exciting activities. There were games, music, food and prizes to celebrate the new academic year, welcome students and create connections to the Downtown Campus. (Bia)
- 3) DC Student Life Office conducted leadership workshops during the 2006-2007 academic year that provided the opportunity for students to enhance their leadership skills and to develop personally and professionally. These workshops also promoted student involvement and helped students establish connections to the campus. (Bia)
- 4) DC Student Government hosted several poetry nights to provide a free forum for poetry readings. It was an opportunity for students to express themselves as well as enhance their presentation and public speaking skills while establishing relationships with students that possess a common interest. (Bia)
- 5) DC Student Life Office teamed up with Advising and Counseling during the fall semester to increase student financial literacy. Awareness workshops covered topics related to Credit Scores, Investing, and Mortgages. This information was intended to provide students with knowledge and strategies for making responsible financial decisions that could impact their ability to finance their education. (Bia)
- 6) DC Deans of Instruction and Student Development secured the HUD EEE grant program which is founded on best practices of recruitment and retention and are currently developing a Title V grant also utilizing the best practices of instruction delivery and student development theory to improve overall retention of all courses taught at the Downtown Campus. (Bia)
- 7) DC Dean of Instruction was the co-leader in developing the new PCC Retention Report and has used the same report to track classroom enrollment statistics by faculty member, day of the week, time of day and method of instruction. In the future, the report will be used by the campus Division Deans to assist in planning the DC schedule of classes. (Bia)
- 8) Evening Student Life Coordinator to expand programming for non-traditional adult learners - Hired an Evening Student Life Coordinator. (Duran/Vanis)
- 9) Expand Financial Aid outreach. (Duran/Vanis)
- 10) Continue the extracurricular workshop program "Passport to Success" - Established program for 2006/2007 Academic Year. (Duran/Vanis)

- 11) Develop an ESL mentor program to support Adult ESL learners with Student Development. (Duran/Vanis)
- 12) Identify space for a student activities center. (Duran/Vanis)
- 13) PCC will begin offering "Live Chat" sessions for Student Services. This method will provide a synchronous form of question and answer sessions focusing on various student development issues such as advising, new student orientation, financial aid, and career services. (Kooi)
- 14) Community Campus supported implementation of the on-line help desk for students during regular and extended hours including weekend hours. (Kooi)
- 15) NWC-Hold Retention Retreat to establish Best Practices and methods of implementation. (Lee)
- 16) NWC -Spring Retention Retreat to explore additional ideas from Fall Retention Retreat. (Lee)
- 17) NWC has implemented best practices in retention from ideas captured at three retention retreats for faculty and staff. (Lee)
- 18) Several new programs have been implemented at the different campuses. Many of these programs are geared to the first-generation and non-traditional students. (Riza)

3.1.4 Evaluate the effectiveness of retention best practices.

- 1) DC Deans of Instruction and Student Development secured the HUD EEE grant program which is founded on best practices of recruitment and retention and are currently developing a Title V grant also utilizing the best practices of instruction delivery and student development theory to improve overall retention of all courses taught at the Downtown Campus. (Bia)
- 2) DC Dean of Instruction was the co-leader in developing the new PCC Retention Report and has used the same report to track classroom enrollment statistics by faculty member, day of the week, time of day and method of instruction. In the future, the report will be used by the campus Division Deans to assist in planning the DC schedule of classes. (Bia)
- 3) NWC -Develop a tool to evaluate the effectiveness of retention Best Practices. (Lee)
- 4) NWC administration has utilized the Pima report for retention to see the retention rate of various disciplines. (Lee)
- 5) Used Pima Retention Report to analyze retention data among courses and look for trends. Various activities were also used by individual programs to retain and recruit new students. (Riza)

3.1.5 Establish continuous processes to obtain information on retention effectiveness.

- 1) a) The Nursing Division partnered with Job Path to implement a pilot project for incoming nursing students to increase student retention through additional academic instruction. (Albert)
- 2) The Nursing Division has instituted standardized testing at regular intervals throughout the program to identify, track and offer success strategies for at-risk students. (Albert)

- 3) The Nursing Division offers a Boot Camp to incoming nursing students to assist in the transition to the demands of the nursing curriculum and the nature of the nursing profession. This activity focuses on student success. (Albert)
- 4) The West Campus Math Department is actively working to improve retention through increased reporting back to students of their class standing throughout the semester, and increased faculty efforts to spend office hours time in the Learning Center have been implemented to provide more visible assistance and math tutoring. (Albert)
- 5) The West Campus Biology Lab Tutoring Area regularly provides additional learning opportunities for students in a range of Biology classes, but particularly the Anatomy and Physiology courses that serve the Health Related Professions; students can check out materials used during labs, and review to reinforce learning. (Albert)
- 6) West Campus Student Development held a departmental retreat in August 2006 to identify current practices, strengthen and improve effective practices. Each department wrote actions plans based on the College Plan and are in the process of implementing. (Albert)
- 7) West Campus Student Development has increased the number of "New Student Orientations" for the purpose of helping students know early in their academic career, practices for student success. (Albert)
- 8) West Campus Student Development has increased the number of student clubs and the student participation in these clubs as involvement in student life is a researched indicator of retention. (Albert)
- 9) DC Deans of Instruction and Student Development secured the HUD EEE grant program which is founded on best practices of recruitment and retention and are currently developing a Title V grant also utilizing the best practices of instruction delivery and student development theory to improve overall retention of all courses taught at the Downtown Campus. (Bia)
- 10) DC Dean of Instruction was the co-leader in developing the new PCC Retention Report and has used the same report to track classroom enrollment statistics by faculty member, day of the week, time of day and method of instruction. In the future, the report will be used by the campus Division Deans to assist in planning the DC schedule of classes. (Bia)
- 11) NWC-Implement first Best Practices spring 2007 semester. (Lee)
- 12) Several of the campuses are getting feedback from their students on the different methods they have implemented. This will be an on-going exercise to review and adapt to our students' needs. (Riza)

Strategy 3.2 Enhance College policies related to retention

Responsibility Dr. Suzanne L. Miles, Provost

Completed 12/1/07

3.2.1 Analyze existing policies, regulations, and practices.

- 1) Student Retention Executive Summary was shared with the Deans of Student Development. The initiative is primarily a district-wise strategy. (Bia)

- 2) At our off-campus locations such as PSI, TDT, CTD, and PCCAE, we continue to analyze existing practices in an effort to streamline efficiency and enhance student satisfaction. We have readjusted our registration practices for PSI to ensure that financial aid is processed more efficiently and in a more timely manner. (Kooi)
- 3) Report examining current policies and procedures was completed. (Riza)

3.2.2 Improve policies, regulations, and practices as needed.

- 1) West Campus Student Development has revised the One-Stop and converted six computers to student self-serve that is set on MyPima. The staff at the One-Stop teach, show students how to access information using MyPima. (Albert)
- 2) At Community Campus, all counselors/advisors have access to a shared drive and can access all posted PEPs throughout the campus. (Kooi)
- 3) Greater use of student intent information and MyPima is being done. (Riza)

3.2.3 Develop new policies, regulations, and practices as needed.

- 1) Implement a pro-active intrusive advising program "Atrium Advising". Established a program for 2006/2007 academic year. (Duran/Vanis)
- 2) Implement an early alert program for follow up using a three tiered approach. Established a program (CSI). Piloted fall 2006. Revised process for spring 2007. (Duran/Vanis)
- 3) To meet student interest and provide efficiencies, Community Campus is implementing an online orientation program for the Teacher Certification Post-Degree Program. (Kooi)
- 4) Identify specific student groups (scholastic probation, developmental education, change of student intent) and send targeted messages/information to group. (Riza)
- 5) Standard Academic Progress process is still on target for implementation in fall 2008. (Riza)

Strategy 3.3 Develop Standards of Academic Progress

Responsibility Dr. Suzanne L. Miles, Provost

Completed 4/30/07

3.3.1 Continue standards research by Academic Standards standing committee.

- 1) The Committee completed the new standards of academic progress development process and implementation will begin Fall 2008 (Steinman)

3.3.2 Establish Standards of Academic Progress.

- 1) New standards have been established. (Steinman)

3.3.3 Inform the general student population and those on financial aid.

- 1) Students will be notified on or before fall 2008 (Steinman)

3.3.4 Evaluate the effectiveness based on improved retention, fewer students below minimum standards, and reduced student withdrawals.

- 1) An evaluation component has been instituted as part of the new process (Steinman)

3.3.5 Modify the process based on findings.

- 1) Process will be reviewed in spring 2010 and modified if necessary. (Steinman)
- 2) Modified alternative learning methodology to insure better adherence of student to standard plans of study by incorporating defined deadline and assignment of instructors to groups of students in math and writing in the Adult Learning Center. (Bia)
- 3) Modified deadline structure for course completion in the Biology Learning Center to improve retention and student success. (Bia)

Strategy 3.4 Identify student educational goals

Responsibility Dr. Suzanne L. Miles, Provost. Dr. Sharon E. Blanton/Kirk Kelly, Vice Chancellor for Information Technology

Completed 3/31/08

3.4.1 Establish the process to collect student intent.

- 1) DC Campus Dean of Instruction served on the work group that developed the College Student Intent proposal that is now being implemented for College-Wide usage. (Bia)
- 2) The College Intent Work Group has successfully implemented the new Capturing Student Intent data report. (Lee)
- 3) Developed program, protocols and trained admissions staff to capture student intent. Pilot will begin March 2007. (Jennings)
- 4) The capturing student intent process began as a pilot in the spring of 2007, capturing intent data on summer & fall students. It is currently operational (Riza).

3.4.2 Explore the use of support groups.

- 1) Common academic programming students can now be identified and communicated with via postcard or MyPima campaigns. The process is still being finalized but pilots are being performed (Riza).

3.4.3 Train employees to collect student intent information every semester.

- 1) Developed program, protocols and trained admissions staff to capture student intent. Pilot will begin March 2007. (Jennings)
- 2) Campus admissions personnel were trained prior to summer 2007 registration (Riza).

3.4.4 Collect and report the data.

- 1) Intent data reporting has been developed by the Office of Planning and Institutional Research. A preliminary report was made to the Chancellor's Cabinet in August 2007 (Riza).

3.4.5 Evaluate effectiveness of the collection process and modify based on findings.

- 1) The working group continues to meet to discuss the effectiveness of the reports, the information gathered, and new processes that need to be reviewed. This will continue to be on-going as the process evolves (Riza).

Strategy 3.5 Implement the automated Degree Audit Program

Responsibility Dr. Suzanne L. Miles, Provost. Dr. Sharon E. Blanton/Kirk Kelly, Vice Chancellor for Information Technology

Completed 12/31/07

3.5.1 Implement the automated Degree Audit Pilot Program.

- 1) The Banner CAPP degree audit system is to be fully implemented by December 2007. (Padgett)

3.5.2 Increase the number of students who use the Degree Audit Program.

- 1) DC will implement the adopted district-wide solution following a thorough review and recommendations by the Exeter Group. (Bia)
- 2) CAPP was not available individually to students until Banner 7. It is in process of being planned. An Information Technology project plan is being defined to disseminate CAPP plans as a part of the retention and intent processes. The dissemination can be by batch processes, typically sent via MyPima by program, or by individual student inquiry. (Padgett)

3.5.3 Evaluate the automated degree audit program and modify based on findings.

- 1) A pilot program will be evaluated by December 31, 2007. (Padgett)

Strategy 3.6 Design and implement the academic advising program

Responsibility Dr. Suzanne L. Miles, Provost

Completed 12/31/07

3.6.1 Design a program for academic advising based on student educational goals.

- 1) DC continues to provide an in-depth, three-day training program in advising for new campus faculty and new temporary advisors. (Bia)
- 2) DC will implement the academic advising program adopted district-wide that will interface with Student Intent data. (Bia)
- 3) Community Campus has advisors who perform dedicated advising for the Teacher Certification, Truck Driver Training, Center for Training & Development, and PSI Programs. (Kooi)
- 4) Students now make their educational intent known at registration. Counselors and Advisors can now better advise students to meet their goals. (Riza)

3.6.2 Implement a pilot program.

- 1) DC has Counselors and Advisors assigned to various occupational/academic programs/departments to serve as primary liaisons for advising purposes. (Bia)
- 2) Program has been developed that includes specific programs for Student not making satisfactory academic progress (implementing Fall 2008); automated degree audit program (program currently being used, RFP is out for newer program); exploration of faculty advising program is being performed; MyPima advising/retention program will be implemented in spring semester. (Riza)

3.6.3 Evaluate the effectiveness of the pilot program by examining retention rates.

- 1) DC is assisting in collecting Student Intent data. (Bia)
- 2) DC will assign Counselor and/or Advisor liaisons with program advisory committees. (Bia)
- 3) Retention rates will be reviewed at end of spring semester. (Riza)

3.6.4 Modify the program based on findings.

- 1) Program will be reviewed twice a year. (Riza)

Strategy 3.7 Send important information to students via the College Website

Responsibility Dr. Suzanne L. Miles, Provost. Dr. Sharon E. Blanton/Kirk Kelly, Vice Chancellor for Information Technology

Completed 8/1/07

3.7.1 Identify targeted audiences to receive Web messages.

- 1) West Campus Counseling maintain web sites regarding the Health Related Professions admission process and current admission information for International students. (Albert)
- 2) Community Campus is exploring improvements in online delivery of various Student Development Programs such as clubs, information, advising, etc. (Kooi)
- 3) Initial audiences identified to receive targeted MyPima announcements/emails include: students who need to complete Tuition Assessment forms, students in danger of being dropped for non-payment, students enrolled in WebCT courses, and faculty teaching WebCT courses. Live chat sessions (PimaChat) have been targeted toward providing answers to advising, financial aid and program questions of prospective and current students. Initial audiences for College announcements are:
(a) current students - content is focused on providing academic calendar information (e.g., graduation application deadline, start of registration, drop/add deadlines). (Wakefield/Glogoff)

3.7.2 Create messages for student services notification and faculty communication.

- 1) DC Student Life Office maintained the campus web events calendar to inform students of campus activities, orientations, and workshops. This calendar is visible on the main web page and on MyPima. (Bia)

- 2) Develop protocols and programs using the student portal to send student important information using "Groups", "Chat" and "Message" portal functions. Groups has been piloted for one semester. In March a pilot to send notice to students for nonpayment will notify students of payment options. Live Chat session was piloted in February for One Stop Student Services. (Jennings)
- 3) MyPima announcement and email text were drafted by appropriate administrators. PimaChat training sessions were held and participants received coaching and feedback on the responses that they provided to sample questions. Specialized messages have been created for unique circumstances (e.g., Prop 300, WebCT access changes). Standardized messages are being crafted as significant Academic Calendar events or regular College-wide events occur. Many faculty are routinely using announcements to communicate to student in their classes. At the request of DEG, we will survey faculty in April about their use of MyPima tools and email. (Wakefield/Glogoff)

3.7.3 Provide training for students, faculty and staff.

- 1) Through the College -wide Professional Development calendar, a variety of "MyPima" workshops were held including "Orientation to Information Technology: Systems, Services and Skills," "Technology Basics for Faculty and Instructors," "MyPima for Administrators," "MyPima for Faculty," "MyPima and WebCT," "Navigating MyPima," "New Web Technologies," "Introduction to Online Learning," "Orientation to Designing Online Learning and Delivery of Online Instruction," and "Turn It In." There were a total of 119 classes with 1,026 participants in 2005/06. (Fugett)
- 2) a) The West Campus Dean of Instruction's office coordinated My Pima Course Home Page campus training sessions to faculty and staff. b) West Campus Student Development staff conducted My Pima Student Orientations. (Albert)
- 3) The WC created a group (supported by Louise Glogoff) on MyPima for WC Department Chairs to enhance communication and post Chair meeting minutes. (Albert)
- 4) Implement MyPima Portal. Training all faculty, staff and administrators - Completed campus training in December 2006. (Duran/Vanis)
- 5) Implement training for students on MyPima Portal in concert with STU Success curriculum - Developed training modules for STU classes. Implementation is scheduled for spring 2007. (Duran/Vanis)
- 6) Community Campus monitor forms for information currency, filters requests for website updates appropriately, coordinating with area administrator. Staff are trained on MyPima and other support. (Kooi)
- 7) NWC - Plan 3 MyPima training sessions on campus for full-time and adjunct faculty. (Lee)
- 8) NWC - Held 5 MyPima training sessions for full-time and adjunct faculty including evening and Saturday sessions. (Lee)
- 9) MyPima training sessions were provided on all campuses for faculty and students beginning in 2006. These were made available through Professional Development, Deans' of Instruction Offices, Student Life, and new student orientation. Faculty training materials were also made available online and through a printed manual.

PimaChat training sessions for advisors and financial aid specialists were held in January and February 2007. Information and training on how to access MyPima, the existence of the Personal Announcement and College Announcements channels, and how to use employee and student email have been provided. (Wakefield/Glogoff)

3.7.4 Implement the delivery of messages.

- 1) West Campus Admissions is using MyPima email to provide vital information to accepted students on the wait-to-start list for the Associate Degree Nursing Program. (Albert)
- 2) The Bursar's Office began using MyPima to send "drop for non-payment" email and announcement messages beginning in May 2007. This will be a weekly process that is integrated into the current procedure for drop notifications. The Bursar's Office will identify the students who will receive the notification. Targeted messages to WebCT students and faculty were sent at the beginning of Summer Semester, and during emergency system maintenance in the summer. The Registrar's Office sent a targeted email message and announcement concerning the Tuition Assessment form completion in May 2007. PimaChat was begun in February of 2007. A personal announcement and email was sent to all students enrolled in Fall WebCT courses to alert them to changes in access protocols. The Dean of Instruction at Community Campus crafted the message and identified the target audience. A personal announcement was sent to all current students who were likely to need to complete additional paperwork to fulfill Prop 300 requirements. Admissions set the criteria for the students who would receive the message. (Wakefield/Glogoff)

3.7.5 Evaluate by reviewing changes in the numbers of students who meet specific deadlines (payment, drop/add, withdrawal).

- 1) While we did not eliminate paper mailings for student notifications this early in the MyPima implementation, several Deans of Student Development noted that when calls were made to students concerning "drop for non-payment" the majority reported already having received this information. They noted that this response was higher than in previous semesters. PimaChat transcripts are distributed to the sponsoring administrators. There has been consistent participation in the chat, with students often arriving at the chat room and submitting questions before the actual session start time. (Wakefield/Glogoff)

3.7.6 Develop additional processes based on findings.

- 1) Based on the results from the MyPima communication to the nursing students, Admissions is also mailing and calling the students when vital and time sensitive information needs to be provided. (Albert)
- 2) Financial Aid has been authorized to create lists of students so that targeted messages can be sent concerning their aid status. In addition, student groups for Nursing, Honors, and Athletics and a group for the Deans of Student Development have been established. PimaChat sessions are scheduled to continue this fall. The Deans of Student Development will discuss further development of this program. (Wakefield/Glogoff)

Strategy 3.8 Develop and implement a First Year Experience (FYE) Program

Responsibility Dr. Suzanne L. Miles, Provost

Completed 12/31/07

3.8.1 Implement the learning communities pilot program on each campus.

- 1) a) West Campus Student Development implemented the First Year Experience for students as a partnership between the Master Student (STU 150) class and a Writing 101 class. Faculty mentors are part of this model. b) On January 19, 2007, the West Campus hosted an informal seminar by Drs. John Gardner and Betsy Barefoot of the National Resource Center for The First-Year-Experience and Students in Transition to discuss their work and research of the First Year Experience in colleges and universities. (Albert)
- 2) Campus implementation of the First Year Experience (FYE) in collaboration with Instruction and district wide task force. Deans of Student Development and Instruction led a cross-disciplinary team to design the model for FYE efforts at the campus in line with district goals; implementation of the full pilot program began in fall 2006 with 2 linked classes (cooperative syllabus planning & coordinated lesson plans) with 27 students and 4 faculty mentors. (Bia)
- 3) After evaluation, the program was then extended into the 2007 spring semester and more students were recruited to participate in both classes. Plans are being developed to offer two linked courses for FYE students during the 2007 fall semester. (Bia)
- 4) DC successfully participated in implementing Year 1 of FYE. (Bia)
- 5) Implement the FYE at the Desert Vista Campus. FYE Program implemented. Offered WRT101 and STU150 Fall 2006. (Duran/Vanis)
- 6) NWC - First Year Experience in place with nine faculty participating. (Lee)
- 7) NWC successfully implemented a pilot learning community. (Lee)
- 8) Five of the six campuses (excludes Community Campus) piloted the program in the fall 2006 semester. (Riza)

3.8.2 Expand the reach of the program to include more students.

- 1) Campus implementation of the First Year Experience (FYE) in collaboration with Instruction and district wide task force. Deans of Student Development and Instruction led a cross-disciplinary team to design the model for FYE efforts at the campus in line with district goals; implementation of the full pilot program began in fall 2006 with 2 linked classes (cooperative syllabus planning & coordinated lesson plans) with 27 students and 4 faculty mentors. (Bia)
- 2) After evaluation, the program was then extended into the 2007 spring semester and more students were recruited to participate in both classes. Plans are being developed to offer two linked courses for FYE students during the 2007 fall semester. (Bia)
- 3) DC participated in Learning Communities involving the linking or joint teaching of STU courses and academic courses. (Bia)
- 4) Two campuses (East & Desert Vista) started additional cohorts in spring 2007. (Riza)

3.8.3 Evaluate the effectiveness and modify the program based on findings.

- 1) Campus implementation of the First Year Experience (FYE) in collaboration with Instruction and district wide task force. Deans of Student Development and Instruction led a cross-disciplinary team to design the model for FYE efforts at the campus in line with district goals; implementation of the full pilot program began in fall 2006 with 2 linked classes (cooperative syllabus planning & coordinated lesson plans) with 27 students and 4 faculty mentors. (Bia)
- 2) After evaluation, the program was then extended into the 2007 spring semester and more students were recruited to participate in both classes. Plans are being developed to offer two linked courses for FYE students during the 2007 fall semester. (Bia)
- 3) NWC - Visit Writing 101 / Student Success 150 classes as part of First Year Experience. (Lee)
- 4) Programs were evaluated at each campus with varying degrees of success and programs were discontinued at three of the campuses. Some of the concerns were: (1) Low enrollments in the courses; (2) Apprehension of the students to become involved in the mentoring portion of the programs; and (3) Low daily attendance. (Riza)

3.8.4 Implement additional program elements based on the pilot.

- 1) Campus implementation of the First Year Experience (FYE) in collaboration with Instruction and district wide task force. Deans of Student Development and Instruction led a cross-disciplinary team to design the model for FYE efforts at the campus in line with district goals; implementation of the full pilot program began in fall 2006 with 2 linked classes (cooperative syllabus planning & coordinated lesson plans) with 27 students and 4 faculty mentors. (Bia)
- 2) After evaluation, the program was then extended into the 2007 spring semester and more students were recruited to participate in both classes. Plans are being developed to offer two linked courses for FYE students during the 2007 fall semester. (Bia)
- 3) Expand the FYE offerings at Desert Vista Campus. FYE program expanded to include spring 2007. Offered WRT102 and PSY101 Spring 2007. (Duran/Vanis)
- 4) Programs were not continued at the campuses. Further evaluation of FYE programs found very few programs at community colleges. The programs found were usually very small in student participation numbers and were usually associated with an Honors type program. Some of the campuses may continue to offer variations of the FYE program as they have personnel and resources available. The majority of successful programs were found at residential universities. (Riza)

Strategy 3.9 Continue to improve the financial aid process

Responsibility Dr. Suzanne L. Miles, Provost

Completed 4/30/08

3.9.1 Develop financial aid improvements based on evaluation of the current status.

- 1) The College contracted with Financial Aid Services to conduct a Financial Aid Operations Effectiveness Review and has received a detailed action plan to improve the system. (Steinman)
- 2) a) The West Campus Financial Aid Office implemented a student-focused service process to speed the delivery of service at the front desk with minimal wait time. This system also tracks the numbers of students served daily. b) The Division Dean of Student Development at the West Campus serves on the newly created Scholarship Committee overseen by the AVC of Student Services. (Albert)
- 3) Specialized financial aid orientation and dedicated staff are available at Davis-Monthan (DMAFB), Center for Training and Development (CTD), and the Public Safety and Emergency Services Institute (PSI). (Kooi)

3.9.2 Implement policy improvements and train employees.

- 1) The College has begun to implement the Financial Aid Services report beginning with a reorganization of the financial aid operations to make it more accountable and provide better training for all levels of staff. This is an ongoing operation. (Steinman)
- 2) a) The West Campus Director of Enrollment Services and Financial Aid Coordinator participate in all district-sponsored training and assist in implementing procedural improvements defined by the Executive Director of District Financial Aid. b) The West Campus Financial Aid staff offer a weekly one-to-one financial aid session on FAFSA completion for students. In addition, staff satisfies and certifies financial aid verifications hereby decreasing processing time. (Albert)

3.9.3 Use multiple methods to evaluate the effectiveness of improvements.

- 1) The College has adopted a set of financial aid operations goals that are measurable and tied to the effectiveness of the financial aid operation. This is an ongoing operation. (Steinman)
- 2) Expand financial aid outreach services to the community. (Duran/Vanis)

Strategy 3.10 Establish a health awareness and improvement plan

Responsibility Dr. Suzanne L. Miles, Provost

Completed 4/30/08

3.10.1 Identify key health factors that influence retention (e.g., exercise, diet, mental state).

- 1) The West Campus' Fitness & Sports Science Program Review and supplementary presentation notes identified key factors that can improve health and influence retention. (Albert)

- 2) DC staff established a campus Health and Wellness resource group. Activities include a campus-wide survey of wellness interests, development of campus walking maps, and guided one-mile walks three times weekly. (Bia)
- 3) Two DC counselors teach stress management for wellness and continue training and education in yoga and Pilates for stress management, and offer free workshops to staff. (Bia)
- 4) DC Student Government members raised over \$400 for the American Cancer Society Making Strides Against Breast Cancer Event held on October 29th at the Tucson Mall. (Bia)
- 5) Student Life at the Downtown Campus implemented a stress relief program in December during exam week to promote healthy behavior and provide educational resources for stress management and prevention. Students were able to visit various activity stations to experience effective strategies for maintaining stress, including massages. (Bia)
- 6) Implement a wellness program at the campus level. (Duran/Vanis)
- 7) Integrate fitness class into summer bridge program - Class ran summer 2006. (Duran/Vanis)
- 8) The East Campus formed a club for employees and students, The Heart'z Foundation. The club is committed to improving the well-being of the campus and sponsors, among other activities, a potluck salad bar the last Thursday of every month. (Fugett)

3.10.2 Enhance awareness and prevention of key factors.

- 1) Request a curriculum less than the one unit model in FSS. (Duran/Vanis)
- 2) The Department of Public Safety made presentations on Rape Aggression Defense and other safety matters. The department also provides annual reports and statistics to the College community through the Clery report to the administration. (Fugett)
- 3) Community Campus provides employees with a health information newsletter and supports the annual "Race for the Cure." (Kooi)
- 4) NWC - Campus Wellness committee established 2005-2006. (Lee)
- 5) NWC - Wellness Fair planned. (Lee)
- 6) NWC - Student Life Spring Wellness Fair planned. (Lee)
- 7) NWC implemented a health and wellness fair for students and employees. (Lee)

3.10.3 Inform students and employees of the West Campus health clinic services.

- 1) a) The West Campus continues to house the University Physicians Clinic. b) The West Campus Dean of Student Development continues to serve as the liaison between PCC and University Physicians Clinic. c) Ongoing promotion of the Dental Hygiene Clinic results in full bookings for appointments. (Albert)

3.10.4 Evaluate plan effectiveness and modify based on findings.

- 1) The West Campus is coordinating an effort among Fitness and Sport Sciences faculty to develop a health awareness plan and investigate wellness course offerings. (Albert)

Strategy 3.11 Establish a safety awareness and improvement plan

Responsibility Dr. Suzanne L. Miles, Provost

Completed 4/30/08

3.11.1 Identify key safety factors that influence retention (e.g., crime, traffic).

- 1) Campus Watch program was created at DC in 2005 and continues on with increased participation by faculty, staff and administrators. Fall and spring sessions in Adjunct Faculty Orientation on campus safety issues has also served to raise safety awareness. (Bia)

3.11.2 Increase awareness and prevention of safety issues.

- 1) DPS provides free fingerprinting to the child of any student, staff or faculty member. The program provides the following: a laminated identification card, a photograph of your child, a right thumbprint of your child, child's personal information, Parent or Guardian information. (Bea)
- 2) Child car seat safety programs were presented that provided education to the public as well as the College community on the proper use of child car seats. (Bea)
- 3) A Southern Arizona DUI Task Force grant was approved that will enable the Department of Public Safety to continue to work with the Governor's Office of Highway Safety and other local law enforcement agencies to provide alcohol awareness training to the College community by funding deployments and equipment. (Bea)
- 4) The Department of Public Safety provides training to College employees through Organizational & Professional Development classes on identity theft and workplace violence. (Bea)
- 5) A draft of an Emergency Response Plan has been reviewed by Cabinet. National Incident Management System training has been provided and Campus Action Team members have been identified. (Bea)
- 6) Through the College-wide Professional Development calendar, the office of Organizational and Professional Development provided a number of safety-related workshops including "Safety for Occupational Coursework and Science Laboratory," "Safety and Classroom Management," and "FEMA -- Incident Management." There were a total of four classes with 109 participants. (Fugett)
- 7) a) West Campus Student Development held a Focus Group in fall 2006 on personal safety in response to the concerns voiced by many students and staff about vulnerability in their on- and off-campus lives. b) The President's Cabinet began preliminary discussion of a Safety & Communication Plan for the Campus. c) An Access Focus Group was held in January 2007 to identify facility access and safety concerns of students with disabilities. (Albert)
- 8) Campus Watch program was created at DC in 2005 and continues on with increased participation by faculty, staff and administrators. Fall and spring sessions in Adjunct Faculty Orientation on campus safety issues has also served to raise safety awareness. (Bia)
- 9) Enhance the Campus Watch Program. (Duran/Vanis)
- 10) Provide workshops to students on rape prevention, self defense, etc. (Duran/Vanis)

- 11) Community Campus has a safety committee in place to respond to concerns and issues at all sites and centers as well as complete safety projects annually. The campus supports the College Emergency Preparedness Plan development and implementation, and plans to implement Campus Watch at Centers. (Kooi)
- 12) NWC - Promulgate the refined Emergency Response plan to faculty; provide training as necessary--TAR. (Lee)
- 13) NWC has assigned employees to the Campus Action Team (Team) under the district plan. (Lee)
- 14) NWC has implemented a classroom paging system. (Lee)
- 15) Select NWC employees have completed the NIMS (National Incident Management System) training. (Lee)

3.11.3 Evaluate plan effectiveness and modify based on findings.

- 1) As part of the development of the Emergency Response Plan, actual emergency scenarios were tested. The effectiveness of the response is reviewed after each incident and the feedback is used to redefine the Emergency Response Plan. In addition, the composition of the Emergency Response Plan Teams were realigned to better fit the College structure. (Bea)
- 2) Campus leadership is evaluating plan effectiveness and modifying based on findings on an ongoing basis. (Murphy)

Initiative 4: Improve Processes and Operations
Overall Responsibility: Charlotte A. Fugett/Dr. David Bea, Executive Vice Chancellor for Administration

Strategy 4.1 Complete the redesign of College wide internal processes

Responsibility Charlotte A. Fugett/Dr. David Bea, Executive Vice Chancellor for Administration

Completed 3/31/08

4.1.1 Identify support processes for redesign.

- 1) Numerous Finance and Facilities processes have been evaluated for redesign including: Payments to vendors, IRS Form generation, accounting journal entry uploads to Banner, use tax reporting, bank reconciliation, fiscal year financial close, overdue account collections, payroll processing, Office Depot system processing, and contracts management. (Bea)
- 2) (a) Completed process review for redesign of Human Resources, Employee Services, Employee Relations, and EEO/AA processes. (b) In process of advertising a Request for Proposal for studying and designing processes in Student Services. Reviews are on schedule. (Fugett)
- 3) Working with business services team members, East Campus CDAS and Business Manager have redesigned the East Campus P-Card process that includes a front-end just in time review and a back end quality control checklist review component. Following 1:1 briefing sessions to be scheduled in February and March with each East Campus P-Card holder, target implementation date of the redesigned P-Card process is March 31st. (Fugett)
- 4) The East Campus designed a “Blue Folder” delivery system for hand delivery of I-9 information twice a day to Human Resources to facilitate E-Verify. (Fugett)
- 5) EC - With the conversion to the Avaya (VoIP) telephone system, administrative services took the opportunity to create two internal automated call distribution (ACD) groups – one for EC IT Help Desk and the other for EC AV/Copy services. Every team member within the administrative services division is able to sign in to receive calls from one or both ACD groups. Individuals within the IT or AV/Copy Services departments are primarily responsible for manning calls to their respective service areas. In addition to the primary responders, one or more business services staff members are signed in to accept calls as secondary responders. This to personally accept calls when either department is receiving a high volume of calls or in the field responding to a call is our effort to incorporate new technology for enhancing customer service to our internal customers. (Fugett)
- 6) NWC - Identify at least one process at the campus level for process improvement--TAR. (Lee)

4.1.2 Assess, evaluate and select the processes for redesign to best address student and customer needs.

- 1) Assessed Human Resources, Employee Services, Employee Relations, and EEO/AA processes through end-user surveys, practitioners and managers. There are 27 areas targeted for redesign. (Fugett)

4.1.3 Determine whether a consultant or college workgroup should lead the process review and redesign.

- 1) College workgroups continue to work with trained professionals in assessment of business processes. (Fugett)

4.1.4 Select a consultant through a Request for Proposal.

- 1) After an extensive nationwide search for a consultant, the College selected, and later contracted with, Exeter Group to work with the College to identify areas where the College could transform its student services. (Bea)
- 2) (a) The work with the Human Resources processes is complete. (b) The request for proposal submissions for student services review date was Feb. 14, 2007. (Fugett)

4.1.5 Develop project plan.

- 1) The review of student services performed by Exeter Group included a report specifying proposed strategies and specific actions for the College to undertake. (Bea)
- 2) The project plan for Human Resources is complete. (Fugett)

4.1.6 Research and identify potential alternative funding sources for improved operations (i.e., grants)

- 1) Implement the grants funded for FY06/07 - Implementation process on schedule. (Duran/Vanis)

4.1.7 Design and implement a communication plan.

- 1) The communication plan is complete for Human Resources processes. (Fugett)

4.1.8 Conduct customer service surveys.

- 1) For the Human Resources review, two surveys included users of a variety of processes. Users included job applicants, employees, managers and administrators. (Fugett)
- 2) NWC - Design and administer customer service surveys in key campus areas--TAR. (Lee)

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

- 1) The benchmarking and best practices review is complete for Human Resources processes. (Fugett)
- 2) The review of student services performed by Exeter Group included a report containing best practices related to student services for three community colleges.

4.1.10 Review and redesign selected processes.

- 1) The review of student services performed by Exeter Group included a report specifying proposed redesign of numerous student services processes. (Bea)
- 2) (a) For Human Resources, the review of current processes is complete. Workgroups have been formed to make recommendations on improving processes. Steering committee is scheduled to meet monthly to provide progress reports. (b) For Facilities, greater efficiencies are realized with the FAMIS system. It allows six campuses and most maintenance technicians to submit and review work orders electronically; it provides tighter and more informative inventory control procedures; it permits real time purchasing and delivery to support work orders; it reduced duplication of resources for storage and materials handling; and, it revised the formula for projecting cost estimations of capital and maintenance projects allowing for accurate projects and better distribution of funding and resources. Facilities also revised methods of coordination for capital and maintenance projects to include a holistic review of code compliance, environmental safety and health as well as executive review for impact. (Fugett)
- 3) Implement the new employee orientation at the campus level. This item is ongoing. (Duran/Vanis)
- 4) Community Campus Administrative Business Services reviewed and reassigned responsibilities following a service delivery review. (Kooi)

4.1.11 Research and identify alternatives to paperwork (i.e. electronic workflow methods).

- 1) An RFP template has been developed that provides a standard for the creation of all new RFPs. (Bea)
- 2) A database for the tracking of Finance projects has been created to provide a central repository for this information while providing the ability to run reports and charts on the data. (Bea)
- 3) Payments to numerous vendors have been streamlined by utilizing electronic payments via Automated Clearing House (ACH). This process reduces paperwork and increases accuracy. Additional vendors continue to be added to this program. (Bea)
- 4) Qualified tuition and related expenses for students that are reported on IRS Form 1098-T are now filed electronically with the IRS. (Bea)
- 5) The review of student services performed by Exeter Group included a report identifying numerous alternatives to paperwork for specified student services processes. (Bea)
- 6) The process for creation and transmission of the IRS Form 1099-Misc data was improved from a paper report to electronic transmission. (Bea)
- 7) The FAMIS inventory control module is nearing completion, and is about 65 percent complete. A centralized storage facility has been established to economize space utilization and a parts catalog with nearly 6,000 items have been developed. (Fugett)

4.1.12 Create and document procedures.

- 1) (a) For Human Resources, the creation and documentation of procedures is in process through project work groups. (b) For Facilities, the FAMIS system provides tighter and more informative inventory controls procedures. (Fugett)
- 2) The review of student services performed by Exeter Group included a report documenting numerous procedures for specified student services processes.

4.1.13 Develop standard practice guidelines.

- 1) For Human Resources purposes, standard practices are being reviewed and rewritten if needed. New SPG's will be created as a result of newly designed processes. (Fugett)

4.1.14 Implement redesign processes.

- 1) A new folder/insert machine has been installed in the District Office Mail Room which allows the Mail Room to do more work in less time providing improved customer service. (Bea)
- 2) Oversight of the College custodial contract has been improved to increase contractor accountability. A custodial audit is being planned to establish benchmarks and provide a foundation for developing operational procedures. (Bea)
- 3) The use of Global Positioning System (GPS) units on College vehicles has improved reporting of mileage and provides managers with accurate information on time and location where vehicles have been driven. (Bea)
- 4) An aging report has been created that provides information for tracking receivables, identifying allowances, and assisting account collections. The report is distributed monthly via email. (Bea)
- 5) A review was completed of the College's banking relationships. The review included: credit card rates, merchant services, armored car and banking services. (Bea)
- 6) Course Fees were summarized, analyzed, and reviewed and a framework for course fees was developed (FY06). (Bea)
- 7) Implemented gift certificate program for easy payment of student tuition and fees. (Bea)
- 8) A comprehensive signature authority list has been drafted. (Bea)
- 9) A report that provides detailed accounting transaction data has been developed using Crystal Reports. This report will allow the end user to select the desired FOAP and other parameters and the requested data would be provided. (Bea)
- 10) A process has been implemented that allows accounting journal entry information to be electronically uploaded from Excel into Banner. (Bea)
- 11) A report has been created that identifies use of inactive or incorrect FOAPs in Banner. (Bea)
- 12) A report has been developed that identifies job vacancies for Budget & Reporting day-to-day operations. (Bea)
- 13) A standard format was created for the supporting documentation (workpapers) for the Comprehensive Annual Financial Report (CAFR), simplifying the review and streamlining the workflow of this reoccurring annual project. In addition, the process to create the CAFR was streamlined and the electronic documents used to create it

- were consolidated. The updated process was successfully utilized during the creation of the FY07 CAFR. (Bea)
- 14) A use tax report has been developed to summarize data and save time. (Bea)
 - 15) A three year projection of the College budget was completed in addition to a five year revenue projection. (Bea)
 - 16) The bank reconciliation process has been reviewed and improved. (Bea)
 - 17) The Banner Grants module was reimplemented. (Bea)
 - 18) The Accounting chart of accounts were reviewed and updated. (Bea)
 - 19) The end of fiscal year financial close process was reviewed, modified, and documented to reduce the labor intensiveness of the process. (Bea)
 - 20) Miscellaneous budget to actual reports have been developed and are being tested. These reports will provide budget to actual summaries for numerous programs including: athletics, College Plan, grants, professional development, travel, and others. (Bea)
 - 21) The comprehensive documentation of the College's accounting procedures is in progress. This is a multi-year project to accumulate, organize, standardize and complete all District wide accounting procedures. This project would fold in existing procedures and manuals for travel, cash handling, PCard, etc. into one comprehensive document. All procedures should then be placed on the College's website for easy access by college employees. (Bea)
 - 22) The travel process has been reviewed and the manual has been re-written and approved. Various associated forms have been updated. (Bea)
 - 23) The travel manual, associated forms, and training materials (FAQ and tutorials) will be uploaded to the College website to provide a centralized repository for the information. (Bea)
 - 24) A real-time listing of the third party billing vendors is being developed. This resource will assist in the processing and administrative control of the third party billing contracts and student services. (Bea)
 - 25) Implementation of the student billing portion of the TouchNet Bill+Payment Suite is in process. (Bea)
 - 26) The process of how we collect money from overdue accounts was reviewed, analyzed and streamlined. (Bea)
 - 27) TouchNet Cashiering system implementation is in process. TouchNet Cashiering automates the processing of payments from students and departments received in-person or via the web or mail. (Bea)
 - 28) A new optional retirement plan has been developed and implemented. (Bea)
 - 29) Employee timesheets have been reviewed, updated, and improved. Banner Time Entry is being reviewed for possible College-wide implementation. (Bea)
 - 30) Employees who use direct deposit for their salary now have their direct deposit advice statements delivered electronically via College email. (Bea)
 - 31) Form Fusion has been utilized to create an electronic file archive of IRS Form 1098-Ts reported by the College. This provides the College with fast easy access to electronic versions of these IRS Forms in the event that they are requested by a student. (Bea)
 - 32) Numerous College forms have been converted into Adobe Acrobat files (PDF) and are now "fillable forms". (Bea)

- 33) Numerous financial and Banner processes have been automated using Appworx.
(Bea)
- 34) Payroll processing has been improved through automation, documentation, and the development of checklists for the employees involved. (Bea)
- 35) The Office Depot system processing procedure has been documented and streamlined. (Bea)
- 36) The PCard system processing procedure has been documented and streamlined and the final draft of the PCard manual has been developed. (Bea)
- 37) The year-end financial close process has been documented and flowcharted, and a project plan has been developed with dates, goals and assignments. Checklists have also been developed for the employees involved. The process is now more simplified and easier to implement. (Bea)
- 38) TouchNet Payment Gateway system implementation is in process. This system enables processing of credit card and check payments received online, in-person, over-the-phone, or through the mail. Students and parents can make payments how, where, and when they want. (Bea)
- 39) A report has been created that identifies open purchase requisitions. This report saves time especially during the fiscal year end close. (Bea)
- 40) An automated electronic form for updating user ID information for the Office Depot office supply ordering program was created. (Bea)
- 41) The process for setting up new users for the Office Depot online ordering system has been improved and Office Depot now hosts a website that enables faster employee set up. (Bea)
- 42) A new food service contract was implemented along with regular operational reviews to maximize contract performance and ensure quality service for all students. (Bea)
- 43) A contracts management system has been implemented to provide improved contracts oversight. (Bea)
- 44) Documentation for the Budget Development Systems (Operating and Capital Budgets) is being developed for the design, structure, and operation of the systems. (Bea)
- 45) Exeter Group performed a comprehensive review of student services operations. (Bea)
- 46) (a) For Human Resources, new processes have been implemented regarding I-9's and new employee orientation. (b) For Facilities, "FAMIS" training topics include "Inventory and Purchasing," "Managing Inventory Work -- Stocked Items." "Key Control," "Maintenance Management: Managing Workload, Preparing Estimates, Data Records," and "Managing Capital Projects, Budget and Service Requests." (Fugett)
- 47) Implemented streamlined graduation check process utilizing an integrated system of Student Services Specialists and Counselors across departments to increase efficiency and convenience to students as well as to reduce duplication of efforts. Graduation check pilot implemented in fall 2005 to include Student Services Specialists and Counselors in 2 departments trained in the grad check process with full implementation in spring 2006. Checklists were standardized and students filing for graduation were able to meet with staff prior to submitting paperwork to determine actual eligibility for graduation. This resulted in an increase in students submitting

- applications for graduation being eligible to graduate, while preventing ineligible applicants from submitting applications until actually ready to graduate. (Bia)
- 48) Implementation of FAMIS workorder process. Completed campus training and implementation in September 2006. (Duran/Vanis)
 - 49) Implementation of on-line Educational Development system to automate aspects of employee development opportunities, from registration to delivery. (Ramirez)
 - 50) Implementation of streamlined recruitment and selection process including electronic delivery of application packets. (Ramirez)
 - 51) Implementation of streamlined faculty recruitment and selection activities. (Ramirez)
 - 52) Implementation of State-mandated E-Verify system. (Ramirez)
 - 53) Implementation of screening background and criminal checks. (Ramirez)
 - 54) Implementation of a new job orientation program. (Ramirez)
 - 55) Initiation of RFP for an applicant tracking system. (Ramirez)
 - 56) Partial implementation of PCN Hierarchy. (Ramirez)
 - 57) Institutionalization of step progression plans for faculty and exempt employees. (Ramirez)
 - 58) Initiated and implemented design for automated registration relating to Special Events (internal/external). (Ramirez)

Strategy 4.2 Protect people, information and property

Responsibility Charlotte A. Fugett/Dr. David Bea, Executive Vice Chancellor for Administration. Dr. Sharon E. Blanton/Kirk Kelly, Vice Chancellor for Information Technology. Dr. David W. Bea, Vice Chancellor for Finance

Completed 4/30/08

4.2.1 Research and implement an improved key inventory system.

- 1) A draft Standard Practice Guide is near completion for Physical Security, Key Control, and Alarm Systems. Facilities is exploring the possibility of using the FAMIS key control module as part of this implementation. Key holder data is being entered into FAMIS to simplify the maintenance and updating of critical information. (Bea)
- 2) Scheduled "FAMIS" workshops on "Key Control." (Fugett)

4.2.2 Research ways to improve inventory tracking systems to manage College property and implement the selected recommendations.

- 1) Capital and controllable equipment is being inventoried by Property Control on a two year cycle and a project to clean up the College database of this equipment is 90% complete. Draft guidelines for equipment custodians are near completion as are standard operating procedures for the Property Control Specialist. Campus paperwork for dispositions has significantly improved as has the ability to identify capital equipment as it is received for auction, thus increasing the accuracy of the data being reported to Finance. (Bea)

- 2) The warehousing operations have been improved to better house and track College equipment. Pallet racks have been installed and a narrow aisle forklift was purchased to provide for the storage and retrieval of furniture and equipment for the College. A secure area has been established for new College computers which allows for a single receiving location and just-in-time delivery of computers where needed by IT. The FAMIS system is being used to manage the storage and delivery of materials used by campuses. (Bea)
- 3) A receiving manual has been drafted. (Bea)
- 4) Initial implementation of the inventory control module of FAMIS has brought together Work Control, Material Support and Business Services to establish procedures, evaluate processes, and improve structure. The parts catalog is currently being corrected and expanded with input and cooperation from Plant Operations staff. All Plant Operations staff have had two-hour refresher training on ordering material and more than 35 staff have had extensive one-on-one training. Material Support staff are routinely replenishing bench stock and conducting perpetual inventory counts at Campus and M&S locations. An on-hand supply of parts and materials is being developed at the central warehouse as need is established. (Bea)
- 5) The FAMIS system provides tighter and more informative inventory control procedures. (Fugett)

4.2.3 Review, revise, and redesign the College's Emergency Preparedness and Emergency Response Systems.

- 1) The West Campus has developed its Campus Action Team in collaboration with DPS. (Albert)
- 2) Conduct campus workshops on Emergency Preparedness and Emergency Response System. (Duran/Vanis)
- 3) The Department of Public Safety updated the College's emergency preparedness plan to meet the federally required National Institute Management System and all DPS officers have completed the necessary training. The department also developed bomb threat procedures; instituted campus watch programs; made 911 tests at campuses; completed emergency evacuation of animal's procedures from East Campus; implemented the TASER program; and, put in place monsoon and cold weather operation plans. (Fugett)
- 4) The Environmental Health and Safety Department implemented college-wide OSHA compliance audits. (Fugett)
- 5) Overview for Campus Action Teams was presented on Tuesday, May 15, 2007. A follow-up on all specific site locations will be conducted in the summer of 07. (Fugett)
- 6) The East Campus has developed its Campus Action Team and submitted a draft outline for a Campus Emergency Response Plan to the Department of Public Safety. (Fugett)
- 7) The East Campus cabinet has approved the design and implementation of an emergency speaker system for each classroom. (Fugett)
- 8) Community Campus Workforce and Business Development planning committee for the annual Workforce and Business Development Professional Development Day

- (5/11/07) has selected the theme of emergency awareness. Community experts will facilitate the discussions surrounding emergency awareness and preparedness. (Kooi)
- 9) NWC - Continue to refine the Northwest Campus Emergency Response plan--TAR. (Lee)
 - 10) NWC's "loud speaker" system in each classroom is now functional. Successful test of the emergency classroom group paging system performed 5/22/07. (Lee)
 - 11) NWC provided AED and CPR training for faculty and staff. (Lee)

4.2.4 Research and develop a Security Master Plan which identifies areas of risk, and provides appropriate tools (i.e. electronic locking system) and strategies (i.e., Campus Watch program) to safeguard College students, personnel and property.

- 1) Review and correct the campus access in the early morning. (Duran/Vanis)
- 2) Initiate Campus Watch Program and include safety tips in the campus newsletter. (Duran/Vanis)
- 3) NWC has successfully implemented the Campus Watch Program. (Lee)
- 4) NWC implemented the VoIP classroom group paging system. (Lee)

4.2.5 Research document management procedures and/or a document management system to safeguard the acquisition, storage, utilization and removal/destruction of sensitive personal and College information and implement selected procedures.

- 1) The initial research for the Archives/Records Retention Project has been completed. Documentation is being written to change College Procedures to ensure compliance with State guidelines. (Bea)
- 2) In consult with the Employee Service Center, a consultant has been contracted to develop a federally-compliant HIPAA manual to ensure the protection of pertinent health information of our employees. (Fugett)
- 3) Community Campus Administrative Business Services maintains files and manages appropriate disposition of files and is reviewing standards for disposition of electronic files. (Kooi)

4.2.6 Review, revise, and redesign the Capital budget process.

- 1) Documentation for the Budget Development Systems (Operating and Capital Budgets) is being developed for the design, structure, and operation of the systems. (Bea)
- 2) The existing capital budget database system used by Finance has been modified to provide additional utility including improved multi-year budget functionality. The Capital Budget process has been reviewed and revised by Finance and Facilities. The updated database and revised process is being used for the FY09 Capital Budget process. Facilities managers provided project cost estimate information for the Capital Budget planning process. In addition, campus Capital Budget requests were reviewed by a Facilities committee before being entered to the College database. (Bea)
- 3) The capital budget process has been revised to identify ongoing Facilities lifecycle needs and projects. (Bea)

Strategy 4.3 Establish a culture of continuous improvement

Responsibility Charlotte A. Fugett/Dr. David Bea, Executive Vice Chancellor for Administration. Dr. Raul Ramirez, Vice Chancellor for Human Resources.

Completed 12/31/07

4.3.1 Review, redesign and distinguish the roles of individual employee development plans, employee evaluation systems and step progression plans to encourage innovation, continuous improvement and customer service.

- 1) DC implemented the new performance evaluation form and process for exempt and non-exempt employees that also includes a mid-year review. (Bia)
- 2) DC plans to enhance its new HIT Program by seeking accreditation through AHIMA. (Bia)
- 3) Expand faculty meeting to twice a semester to increase feedback mechanisms. Two faculty meetings held fall 2006. Two faculty meeting scheduled spring 2007. (Duran/Vanis)
- 4) Create templates for each employee group to document SPP completion tracking system at DVC. (Duran/Vanis)
- 5) Continued pilot step progression plans for employee groups with modifications made for improvement. Performance evaluation tools have been redesigned utilizing information from staff employees. The student feedback form has been redesigned using faculty committee advice. The process to use to gather and disseminate information is under review. (Fugett)
- 6) Community Campus President, Jana Kooi, implements and supports cyclical employee review process and supports appropriate professional development requests from all campus employees, for targeted institutional needs and individual goals. (Kooi)
- 7) Initiation and partial implementation of reorganization of the Human Resources Department. (Ramirez)

4.3.2 Research and implement Professional Development for supervisors which provides information and skill building on the topics of mentoring and coaching to support employee success.

- 1) The West Campus Executive Team and Cabinet have been engaged in team building and executive coaching with an independent consultant to improve communication and effectiveness of the leadership team. (Albert)
- 2) DC administrators and supervisors participated in the new Supervisory Training on the new forms and processes. (Bia)
- 3) DC expanded its Health Information Technology (HIT) Program by adding additional certificates and degrees. (Bia)
- 4) DC implemented a highly successful Campus Wellness Program by sponsoring workshops, activities and exercise programs. (Bia)
- 5) The office of Organizational and Professional Development trained 5,731 participants during 599 workshops and academies resulting in almost 2,000 hours of learning by College employees. The quality rating averaged 3.61 on a scale of 4.0. Specifically,

workshops entitled "Building Individual and Team Success," "Performance Management and Evaluation" and "Resolving Employee Performance Issues" were for supervisors to learn mentoring and coaching skills. (Fugett)

- 6) Community Campus President, Jana Kooi, initiated Campus Manager's In-service Training Series, attended by all managers and supervisors. The series involves feedback and participation in a wide variety of leadership and management activities. (Kooi)
- 7) The mentoring and coaching topics have been incorporated into the learning management system (ED) which was rolled-out this spring for continuous use and improvement by supervisors as needed or required. (Ramirez)
- 8) Learning and Content Management System (ED) has been implemented; one feature is the employee development plan. (Ramirez)
- 9) Supervisor development has three phases: basic, intermediate and the management academy. Intermediate supervision provides knowledge and skill building on coaching. (Ramirez)

4.3.3 Develop appropriate outcomes measurement and timelines to assess and communicate levels of improvement.

- 1) For Human Resources, measures of employee turnover; employee comments from exit interviews; employee satisfaction surveys; core staff as a function of enrollment for resource allocation; recruitment and selection timeframes; skills planning; cost of benefits; succession planning; training and development measures such as cost per participant, participant and presenter satisfaction; performance management factors and statistics; and, overall effectiveness of the department are some of the tools used to provide information used to assist in decision-making. (Fugett)
- 2) For Facilities, refocused attention and efforts on maintenance operations resulted in increased efficiencies in maintenance rates and repairs with reduced costs from \$2.12 to \$1.81 per square foot. (Fugett)
- 3) DC implemented a monthly tracking report for all performance that include due dates. (Bia)
- 4) DC plans to incorporate process improvements recommended by the Exeter Group following their comprehensive review of our processes and extensive mapping/flow-charting of our detailed processes. (Bia)
- 5) DC plans to offer additional OPD workshops with a focus on health and wellness (ex: First Aid, CPR, etc.) and encourage its employees to actively participate. (Bia)

4.3.4 Research and identify the future knowledge, skills and abilities needed in the College's workforce and develop appropriate recruitment and training strategies to respond to these needs.

- 1) a) The Dean of Student Development & DSR staff, in collaboration with the Executive VC for Administration and VC of Finance developed the approved BOG policy for Interpreter pay. b) The above parties and the Director of EEO, are developing procedures to ensure interpreter skill standards and provide training to improve interpreter skills. (Albert)

- 2) The Dean of Student Development and DSR staff across the District are concluding additional ADA training to improve knowledge and skills in meeting student accommodation needs. (Albert)
- 3) DC Student Development periodically schedules retreats on communication methodology and other timely topics affecting student services. (Bia)
- 4) For College-wide training purposes, performance evaluations are used to determine future training needs of employees. Human Resources reviews the knowledge, skills and abilities needed for vacant positions before recruitment commences. A systematic review of the knowledge, skills and abilities is made through the cyclical review process for staff positions. Classification specifications are modified as needed and document changes. As the current pace of employee participation in College-sponsored workshops, it is projected that there will be a 28 percent increase in employee enrollment by fiscal year end. (Fugett)
- 5) For Facilities, a career track in the Trades classification has been developed for employees who can demonstrate proficiency in more than one trade. Apprenticeships and other professional programs are under review. (Fugett)
- 6) Measurements – completed, and includes such items as completion of essential learning, facilitator effectiveness, cost per learner, among others. (Ramirez)
- 7) Needs Assessment completed March, 2004 and March, 2008. Results are used by the College Professional Development Committee to identify priority topics for employee development. (Ramirez)
- 8) OPD conducts focus groups and interviews annually to gather employee input on development services. Feedback is provided to the College Professional Development Committee and is used to structure changes to the annual plan from content to when and where learning occurs. The learning and content management system (ED) has a mechanism for feedback. (Ramirez)

4.3.5 Increase opportunities for individuals and groups to suggest improvements to services and operations.

- 1) The West Campus has placed emphasis on its weekly Executive Team meetings and regular individual meetings with the President and team members that include "To Do" lists with time-certain deadlines. (Albert)
- 2) Developed and implemented a division newsletter to distribute timely information to faculty and staff within Student Development at the Downtown Campus. (Bia)
- 3) Employees are also encouraged to submit information to the newsletter and the Scoop serves to connect employees within the divisional (Bia)
- 4) DC implemented the new processes and forms for the Student Response Forms and a quick turn-around time to share with faculty. (Bia)
- 5) DC implemented structured financial reviews by campus cabinet on predetermined cycles. (Bia)
- 6) DC Cabinet Meetings regularly schedule process innovations, report by programs, and presentation by invited guests. (Bia)
- 7) DC administration and work areas provide opportunities for staff and faculty communications and input through campus meetings, DC Current Newsletter, Comment Cards, division/work unit meetings, and special presentations on topics. (Bia)

- 8) Involve faculty and staff in implementing the college plan at the campus level. (Duran/Vanis)
- 9) Creation and operation of the College-wide committee structure and the first year of that experience included more than 200 faculty, staff and administrators in matters of importance to the College. (Fugett)
- 10) For facilities, focus groups have been established to seek input and solutions from the workforce on important facilities-related issues. (Fugett)
- 11) Community Campus President, Jana Kooi, initiated campus employee meetings, inviting all staff, faculty, and administrators to participate in discussions and presentations for ongoing campus improvement. (Kooi)
- 12) NWC administration have conducted forums for students and employees to get suggestions for improving services and operations. (Lee)
- 13) NWC leadership team has participated in retreats that focus on enhancing operations and services. (Lee)

4.3.6 Develop and implement methods that recognize the contributions of individual employees or employee teams for achievements that support continuous improvement of College processes and operations.

- 1) DC reviews and responds, where appropriate, to all Comment Cards received to improve processes. (Bia)
- 2) DC recognizes student and employees contributions and accomplishments through formal and informal recognitions and awards, DC Current Newsletter, President walkabouts to work areas, Administrative Services Minute, Business & Liberal Arts Newsletters, and email feedbacks/compliments. (Bia)
- 3) In order to improve campus processes the East Campus President's office reviews and responds to all Comment Cards received. (Fugett)
- 4) The EC recognizes student and employees contributions and accomplishments through formal and informal recognitions and awards, i.e.-ECHO newsletter, President walkabouts to work areas, email feedback/acknowledgments. (Fugett)
- 5) Various venues and recognition processes have been used to recognize the contributions of employees that support continuous improvement including, All College Day, All Campus Days, Outstanding Employee recognition. We are in the process of developing a specific recognition for contributions that support continuous improvement of college processes and operations. (Ramirez)

Initiative 5: Optimize Use of Physical Assets

Overall Responsibility: Charlotte A. Fugett/Dr. David Bea, Executive Vice Chancellor for Administration

Strategy 5.1 Improve delivery of health-care programs

Responsibility Dr. Suzanne L. Miles, Provost. Campus Presidents: Dr. Louis Albert, Dr. Johnson Bia, Dr. Richard Duran/Dr. Mary Vanis, Jana B. Kooi, Dr. Sylvia M. Lee, Dr. Raul Ramirez/Charlotte Fugett

Completed 12/1/07

5.1.1 Project programmatic needs (new and expanded) through 2010.

- 1) Abrams Building at Kino Medical Campus - Center for Training Development
Program is looking at leasing a space from the County at the Abrams Building located at the Kino Campus. The floor plan of approximately 25,000 square feet will be sent by the County for the college's review. A tour of the facility will be conducted once the floor plan is received. (Miles/Cuyugan)
- 2) Allen Hall Notice of Intent – the college sent a proposal for the transfer of this particular federal surplus property under the Public Benefit Conveyance for Educational purposes to consolidate programs and services at one location. The programs that are being moved to the proposed location would create economies of scale and added efficiencies in centralized student services and administrative support services and would permit programmatic growth. Space utilization would also improve classroom space for programs that do not allow expansion to accommodate growth at its current locations and minimize cost that will be incurred for programs that are currently at facilities that are in disrepair, thus need not be replaced if this public conveyance is approved. Some of the programs that would be moved to this property are offered by the Center for Training and Development (CTD) and all of the Public Safety and Emergency Services Institute (PSESI) programs listed below:

- Business and Office Programs
- Food Services
- Health Occupations
- Truck Driver Training Program
- Surgical Technician Program
- Crime Scene Management (CSM)
- Experiential Education (EED)
- Emergency Medical Technician (EMT)
- Fire Science (FSC)
- Law Enforcement (LEA)

The number of programs and size that will be moved to this location may need to be adjusted later to accommodate needed student services, resource library, student lounge, learning center, testing center and other infrastructure. Timeframe for

occupation: Occupation would occur as soon as the property becomes available, acquired and renovated. Only then can programs move in cohorts (all CTD at one time, all PSESI at one time). All programs run calendar-year, so the only "down time" is between Christmas and New Year's. Description of the facilities needed: The current location inhabited by PSESI programs is approximately 10,000 square feet. An additional 6,000-8,000 square feet in acquired space in the new facility would support continued development of Law Enforcement Academies (LEA) and the growth of the Emergency Medical Technician enrollment. CTD operations currently occupy approximately 25,000 square feet. Scheduling changes and leveraging common space in the building could enhance CTD operations and allow maximization of space utilization across several programs. (Miles/Cuyugan)

- 3) Community Campus supported the ongoing efforts of West Campus in projecting new and growing health care programming expectations. (Kooi)
- 4) NWC - Clinical Research Trial Coordinator program. (Lee)
- 5) NWC - Direct Care Provider program to Board of Governors for approval. (Lee)

5.1.2 Work with local health-care providers to define services best provided by the College, and ascertain their commitment to partnering to prepare professionals for their workforce needs.

- 1) Community Campus continues to work with Sahuarita Town Hall to determine health care needs and potential new programming needs, for the new Carondelet facility and existing Green Valley facilities. (Kooi)
- 2) Desert Vista, Northwest, and West campuses continue to work with health-care providers to meet workforce needs. This is ongoing. (Murphy)

5.1.3 Identify options for delivering existing and new programs.

- 1) Health Care Campus Bond Project at Kino Medical Campus – At the most recent Bond Advisory Committee meeting, Friday, November 2, 2007, the committee decided to continue to do its work clearly understanding that there could be a decision made which would either hold the election in 2008, extend the date to November 2009, or even hold more than one election. The Board of Supervisors has until June 2008 to decide if any measures would go in the ballot in November 2008. If all goes well the amount of bonds to be considered could go as high as \$800 million; slightly up from the numbers previously mentioned which ranged from \$600 to \$700 million. County Administrator will make a presentation at the next Bond Advisory Committee on the four Public Health projects at the Kino campus, one of which is the PCC Healthcare Campus. The chair of the subcommittee was very supportive of these four projects and stated that the subcommittee was recommending them, but that they wanted the full committee to hear the proposal. At the meeting many of the groups in attendance expressed some dismay with the various news articles which seem to downplay the worthiness of the bond projects being considered, especially what appeared to be negative statements of the projects on their impact on the property tax rate in Pima County. Each person that spoke expressed the importance of all groups seeking funding to work together in attaining widespread community support for the bond election. Final decision on when to conduct the election was still pending. (Miles/Cuyugan)

- 2) The West Campus received a Title V grant award in Fall 2006 and began activity implementation that will expand the technology capabilities of the nursing, radiologic technology and respiratory therapy programs. (Albert)
- 3) Create a bilingual nursing assistant program - Title V funded program to be developed 2009. (Duran/Vanis)
- 4) The Human Resources Office developed and implemented a "fast-track" recruitment process to accelerate hiring of nursing faculty. (Fugett)
- 5) Community Campus Workforce and Business Development Center for Training and Development (CTD) has been awarded Prop 301 funds to develop a Surgical Technologist Refresher course for local surgical technologists who graduated from an accredited education program but have not taken the Certified Surgical Technologist national exam. Certified Surgical Technologists raise the standard of care in surgical procedures. (In Progress) (Kooi)
- 6) Community Campus Workforce and Business Development Center for Training and Development (CTD), by adopting substantive changes to the cohort-model schedule in the Practical Nursing program, has improved space utilization, student and instructor satisfaction, and enrollment. (Complete) (Kooi)
- 7) Community Campus Workforce and Business Development Center for Training and Development (CTD), through approved Prop 301 funding, is creating a Medical Assistant Program to meet the healthcare needs of the community. (In Progress) (Kooi)
- 8) NWC - Increase the number of science lab courses by scheduling Sunday classes. (Lee)
- 9) NWC implemented three new health-related programs: Direct Care Professional certificate, Clinical Trial Research Coordinator Associate of Applied Science and certificate, and Therapeutic Massage Associate of Applied Science. (Lee)

5.1.4 Explore distance-learning formats for health-care program delivery.

- 1) The West Campus' Title V grant focuses not only the delivery, but also the infusion of technology in its curricula for the nursing, radiologic technology and respiratory therapy programs. (Albert)
- 2) Community Campus Workforce and Business Development implemented web-based medical terminology training for CTD students. (Kooi)
- 3) NWC - TMA 211 (Pathology) offered on-line. (Lee)
- 4) NWC - WED 110 (Complimentary & Alternative Medicine) hybrid offered on-line. (Lee)

5.1.5 Identify new types of settings for clinical placements, and obtain approvals.

- 1) The Nursing Division has established a committee to explore alternative clinical sites for Obstetrics/Pediatrics/Psychiatric nursing due to traditional site saturation. (Albert)

Strategy 5.2 Increase utilization of existing campus facilities

Responsibility Dr. Raul Ramirez/Charlotte Fugett. Deans of Instruction: Victoria H. Cook, Dr. Richard Fridena/Dr. Mary Ann Martinez Sanchez, James E. Johnson, Dr. John R. Madden, Dr. Harry Muir, Dr. Rosemarie Shulz, David W. Padgett.

Completed 6/30/07

5.2.1 Explore alternate uses for slow periods (e.g., afternoons, Fridays, weekends) by renting facilities to outside groups.

- 1) The CFA rents its arts venues to outside arts organizations for performances when they are not in use for classes. (Albert)
- 2) The West Campus has made use of "slow periods" on campus to utilize facilities for the following purposes: LULAC Youth Leadership Conference held on campus during Spring Break; Center for the Arts contracts space for year-around activities and performances; Campus Events office coordinated with community organizations to utilize the facility on weekends for such events as car show, Senior Olympics, Climb to Conquer Cancer, Marriott Starr Pass parking, etc; Weekend workshops are scheduled in academic areas such as two-day workshops for writer's and the Pima writer's conference; NAU classes are held in the evenings. Plans for additional contacts with non-profit/community-based organizations may be made to market available space for meetings and conferences as free parking, food service, and technical services could be attractive to those seeking meeting space. (Albert)
- 3) The Downtown Campus has aggressively utilized classrooms during the traditionally slow periods. In the 2004/2005 fiscal year, 535 meetings were held at the Downtown Campus by outside groups for total revenue of \$7,113.00. This utilization continued to grow, with the Downtown Campus hosting 610 meetings of outside groups during the 2005/2006 fiscal year for total revenue of \$18,838.00. In the year just completed, 2006/2007, the Downtown Campus held 563 total meetings of outside groups for total revenue of \$24,466.44. (Bia)
- 4) 41 Profit and non-profit agencies utilized five rooms and/or facilities at the Desert Vista Campus 127 times. (Duran/Vanis)
- 5) DV - Culinary/CTD kitchen HVAC Conversion has been completed. (Duran/Vanis)
- 6) DV - The Assessment Center has been relocated to the first floor of the Plaza. (Duran/Vanis)
- 7) DV - The Electronic Math Classroom update has been completed. (Duran/Vanis)
- 8) DV - Biology Science Lab Improvements have been completed. (Duran/Vanis)
- 9) DV - The Learning Center Expansion has been completed. (Duran/Vanis)
- 10) DV - Aviation Technology Center Masonry Enclosures are being constructed. (Duran/Vanis)
- 11) DV - The Enclosure/Electrical for Air Compressors has been completed. (Duran/Vanis)
- 12) Implement use of Class Tracks. Staff trained Summer 2006. (Duran/Vanis)
- 13) DV - Office Cubicles are being converted to classrooms. (Duran/Vanis)
- 14) EC utilizes their Community Room as a polling place during elections. (Fugett)

- 15) NWC - Promote the increased use of the campus community room and amphitheatre by outside groups. (Lee)
- 16) The Northwest Campus continues to increase the number of outside organizations renting facilities. In addition to increasing the rental of facilities during slow times, the campus is scheduling more classes during evenings and weekends, with fall 2007 having a 25 percent increase in weekend offerings, and a 34 percent increase in evening offerings versus fall 2006. (Lee)
- 17) NWC has increased facilities rentals to community groups. (Lee)
- 18) NWC has begun to offer classes on Saturdays and Sundays due to classroom shortage and student demand. (Lee)

5.2.2 Explore stacked room scheduling for Web hybrid courses.

- 1) a) The West Campus created web-hybrid courses in writing and digital arts that maximize room usage and efficiency. b) The West Campus Spanish Department developed a web-hybrid Spanish class for 2006-2007 and adopted an online Spanish class for fall 2007. c) The West Campus Dean of Instruction has developed an Innovative Instruction group with staff and faculty to create options for instruction that will, among other aspects, increase the utilization of existing campus facilities. (Albert)
- 2) The offerings for Web hybrid courses at the West Campus increased nearly 10% between the 2006-2007 and 2007-2008 academic schedules. In addition, West and Community Campuses partnered to offer faculty web hybrid course development training to over 40 Faculty in spring 2007. Additional sessions are scheduled in summer 2007 and the 2007-2008 year to further assist faculty who strive to meet the needs of students via hybrid classes and explore greater opportunities for stacking room scheduling to maximize available space on campus. (Albert)
- 3) The DC division of Business and Liberal Arts has "stacked" rooms scheduled (Tuesday for one section, Thursday for another) with hybrid classes in selected courses for four years. (Bia)
- 4) The Downtown Campus has strongly encouraged its full and part time faculty to complete web hybrid training for the last four years in an effort to increase classroom utilization. Several related workshops have been offered on campus during those four years and an increasing number of Downtown Campus faculty have completed the WebCT training provided by the Community Campus. Since the 2004/2005 academic year the number of web hybrid course offerings has shown a steady increase: 37 web hybrid course (2004/05), 58 web hybrid courses (2005/06), and 63 web hybrid courses in the year just completed (2006/07). The Downtown Campus is currently sponsoring the development of 10 new web hybrid courses for the 2008 Spring Semester and has a Campus Student Activities proposal for funding the training of 20 adjunct instructors to become web hybrid certified to increase our evening and weekend number of classes. (Bia)
- 5) As far as using the facilities for stacked classes as a result of offering hybrid classes, we have not done so in the past but have plans to implement this strategy in the fall and in the spring by offering classes in Reading, Writing and the Sciences. (Duran/Vanis)

- 6) The Web Hybrid Project will increase the ability of faculty on all campuses to create web hybrid courses and thereby (potentially) capture classroom space that is unused for portions of these courses. (Kooi)
- 7) Community Campus expanded its online class offerings by 27% over the last two years. This has coincided with a decrease in our room rentals at outside schools and agencies. (Kooi)
- 8) The Northwest Campus continues to encourage fulltime and adjunct faculty to utilize WebCT. For fall 2007, the Northwest Campus has increased the WebCT hybrid and total web courses by 50%. Faculty are continuing to design hybrid courses, and additional offerings are anticipated in the spring. This increase has allowed the campus to begin filling in the times when the classrooms are not in use because of the on-line methodology. (Lee)
- 9) NWC has maximized room scheduling utilizing increased web and hybrid courses. (Lee)

5.2.3 Implement the FAMIS (Facilities Administration Maintenance Information System) space-management module to improve allocation and utilization of facilities.

- 1) Business Services at M&S has improved internal controls over purchases for work orders and purchase requisitions processed through FAMIS. In addition, work order costs in FAMIS have been integrated into the Capital Project budget tracking process. (Bea)
- 2) A draft Standard Practice Guide is near completion for Physical Security, Key Control, and Alarm Systems. Facilities is exploring the possibility of using the FAMIS key control module as part of this implementation. Key holder data is being entered into FAMIS to simplify the maintenance and updating of critical information. (Bea)
- 3) Initial implementation of the inventory control module of FAMIS has brought together Work Control, Material Support and Business Services to establish procedures, evaluate processes, and improve structure. The parts catalog is currently being corrected and expanded with input and cooperation from Plant Operations staff. All Plant Operations staff have had two-hour refresher training on ordering material and more than 35 staff have had extensive one-on-one training. Material Support staff are routinely replenishing bench stock and conducting perpetual inventory counts at Campus and M&S locations. An on-hand supply of parts and materials is being developed at the central warehouse as need is established. (Bea)
- 4) Scheduled FAMIS workshops were held between February and June 2007 to complete the implementation of five FAMIS modules. Topics included "Inventory and Purchasing", "Managing Inventory Work-Stocked Items", "Key Control", "Maintenance Management: Managing Workload, Preparing Estimates, Data Records", and "Managing Capital Projects, Budget and Service Requests." (Fugett) (Bea)
- 5) The West Campus identified and trained division staff in the use of FAMIS. (Albert)
- 6) Initial configurations of the Space Management Module have been reviewed. Data is available to populate the module but outsourcing the conversion is recommended. Regardless of methodology, we cannot complete this module until some business

decisions are made about use codes and occupancy mgt. We are going to work this unused during the summer. (Fugett)

- 7) All East Campus support staff have been trained in the use of FAMIS. (Fugett)
- 8) Community Campus uses FAMIS (Facilities Administration Maintenance Information Systems) to its full extent at this time and is prepared for additional functionality when implemented. (Kooi)
- 9) NWC - Assign campus representation to the project workgroup. (Lee)
- 10) NWC - Utilize the FAMIS module for the management of space utilization on campus. (Lee)
- 11) The Community Campus implemented and use the FAMIS extensively. We use the system at all our locations that are owned by the college. We are in multiple locations where we are a tenant and do not own the buildings or facilities (prisons, county owned sites, DMAFB, etc.) For these areas, we also use the FAMIS for emergency response if the landlord cannot get to the location in a timely manner. (Johnson)

Strategy 5.3 Enhance athletic opportunities for students and members of the community

Responsibility Dr. Robert Riza/Edgar Soto, Executive Director of Athletics

Completed 6/30/07

5.3.1 Conduct a facilities inventory to determine future requirements of the athletic program.

- 1) Inventory completed; projecting future capital expenditures. (Riza)
- 2) Fitness and Sports Science Center has fitness machines and weight equipment for students enrolled in Fitness and Sports Science classes. (Riza)
- 3) West Campus - Public-use facilities include: an outdoor 8-lane track, 8 outdoor tennis courts, 2 handball courts, and an outdoor cross-country training course. These facilities may be used by the public during regular college hours, and when no college sponsored activities (classes or team practices) are scheduled. (Riza)
- 4) West Campus - The facilities discussed in the original IGA with Tucson Parks and Recreation were the tennis and racquetball courts. (Riza)
- 5) West Campus - A new IGA for the West Campus is currently being developed by the Executive Director of Athletics and the Tucson Parks and Recreation Director. (Riza)
- 6) East Campus - William M. Clements Center Phase II was opened in the fall 2005 for greater scheduling of Fitness and Sports Science classes. The center offers basketball courts, fitness equipment and a pool. (Riza)
- 7) East Campus - This facility was completed as a joint venture between Pima Community College and the Tucson Parks and Recreation Department. (Riza)
- 8) East Campus - It is staffed and operated by the Tucson Parks and Recreation Department, and the public can contact their offices for reservations and usage information. (Riza)
- 9) East Campus - This facility has a specific IGA. (Riza)

- 10) East Campus - An all-purpose Sportturf lighted football field with an additional smaller practice area. This facility is scheduled and oversight provided by the athletic department. (Riza)
- 11) Northwest Campus - The Northwest YMCA facility has a heated swimming pool and provides classroom space for Fitness and Sports Science classes. The public can contact the Northwest YMCA for more information on general use. (Riza)
- 12) Northwest Campus - Recreational sports fields allow for baseball, softball and soccer games and can be scheduled by calling the Pima County Parks and Recreation. (Riza)
- 13) Desert Vista Campus - A fitness center houses fitness and weight training classes and is operated by the College. (Riza)
- 14) Desert Vista Campus - NCAA regulation soccer (lighted) and softball fields are available for public use (in the evening hours) by contacting the Tucson Parks and Recreation. (Riza)
- 15) Desert Vista Campus - This facility was another joint venture between the City of Tucson and Pima Community College and is governed by an IGA. (Riza)

5.3.2 Benchmark other institutions within the Arizona Community College Athletic Conference and the National Junior College Athletic Association.

- 1) Have two remaining ACCAC institutions to visit; will meet with selected NJCAA member institutions during Annual Meetings (April 2007). (Riza)
- 2) The facilities of all of the member institutions of the Arizona Community College Athletic Conference have been toured and vary widely by institution. Pima's philosophy of using General Fund dollars (Capital Budget) to maintain non-athletic specific facilities (track and gym floor) is seen throughout the ACCAC and NJCAA member institutions Dr. Riza benchmarked. Maricopa colleges use "Fund Two" dollars for the majority of their athletic facilities. (Riza)
- 3) At the March 2007 ACCAC/Region I meeting, Dr. Riza inquired into any possibility of any expansion of current ACCAC athletic programs. Pima supports teams in each of the ACCAC sponsored sports. Due to current enrollment issues in the Maricopa system, some colleges are seriously considering eliminating programs as opposed to adding any new programs. (Riza)

5.3.3 Discuss collaboration with Tucson Unified School District, Pima County Parks & Recreation, and the City of Tucson Parks and Recreation.

- 1) The West Campus administration began initial collaboration with athletics for joint-use facility planning for curricular, athletic and public use. (Albert)
- 2) Coordinate intramural activities with the UA. (Duran/Vanis)
- 3) Develop a plan to offer intramural activities at the campus. (Duran/Vanis)
- 4) NWC - Utilize the outdoor fields operated by the County at the Northwest YMCA for campus activities. (Lee)
- 5) Have met with Tucson Parks & Rec concerning West Campus IGA. Will send draft to Contracts as soon as completed. Have been unable to meet with TUSD officials concerning future collaboration. Also met with Amphi HS officials and have new opportunities for use of their facilities if necessary. Flowing Wells HS officials are also receptive to allowing Pima use of their facilities when needed at no cost. Will

continue to attempt to meet with Dr. Baize (TUSD) and Pima County Parks & Rec. (Riza)

- 6) Dr. Riza has met with TUSD Athletic Director, Dr. Sheila Baize, to discuss collaborations between the two groups. Communication channels are open and on-going with both groups assisting the other when projects or issues become necessary. In addition to these talks, conversations with Flowing Wells High School and the Amphi High School athletic directors have been very well received. (Riza)
- 7) Amphi High School has agreed to host the Pima football team home games again in 2007, and they are open to partnering with Pima athletics when they can be of assistance. (Riza)
- 8) Flowing Wells High School has been very helpful in regards to allowing us to work-out our track teams at their facilities when needed. Dr. Riza will meet with the athletic director to arrange for track practices to occur at Flowing Wells during the construction of the new track facility at the West Campus. (Riza)
- 9) Dr. Riza meets with the City of Tucson's Director of Parks and Recreation on a regular basis. Discussions include future bond proposals and on-going joint ventures to maintain open communication channels. (Riza)
- 10) Dr. Riza also met with the new President of the Metro Tucson YMCA to discuss the current agreement with regards to the joint-use facilities at the Northwest Campus. That conversation led to Dr. Riza being asked to participate on the Executive Committee of Activate Tucson, a group headed by the YMCA and others to promote healthy lifestyles and fitness to school-age children (and the general population) to help combat obesity and other health-related issues. (Riza)
- 11) Future Plans - With the age of the facilities at the West Campus, renovations are necessary. The gym floor was replaced in the past Capital Budget process. There is an annual maintenance plan on the floor that will maintain the floor and provide for annual maintenance supplies and training for the proper care of the floor. If properly maintained, the current floor should last approximately 15-20 years before needing to be replaced. (Riza)
- 12) Future Plans - The current track is unsafe for competition. This need is being currently addressed in the current Capital Budget process. The replacement of the track has been approved by the Board of Governors and the planning and bid process is underway with construction to begin in November at the completion of the soccer and football seasons. (Riza)
- 13) Future Plans - The resurfacing of the tennis courts will become necessary within the next Capital Outlay process. This is a usual replacement every seven to ten years. These courts are a high public-use facility as well. This project will not be as great a cost as the replacement of the track and gym floor projects. (Riza)
- 14) Future Plans - Dr. Riza will be developing an athletic facilities plan to address some facility issues that will be paid for through the athletic budget as funds become available. (Riza)

Strategy 5.4 Determine how the College will serve the outlying high-growth areas of Pima County

Responsibility Dr. Suzanne L. Miles, Provost. Charlotte Fugett/David Bea, Executive Vice Chancellor for Administration. Campus Presidents: Dr Louis Albert, Dr Johnson Bia, Dr Richard Duran/Dr. Mary Vanis, Jana B. Kooi, Dr Sylvia M. Lee, Dr Raul Ramirez/Charlotte Fugett

Completed 4/30/08

5.4.1 Review and update space needs based upon program changes and population growth.

- 1) 14 new 301 innovative programs were approved for DC. Some may have facilities implications. (Bia)
- 2) EC successfully completed the conversation of excess office space to classroom/seminar space seating 30. (Fugett)
- 3) NWC - Identify space needs for program development in Spa Management. (Lee)
- 4) NWC - Identify space needs for program development in Physical Therapist Assistant program. (Lee)

5.4.2 Establish a presence in underserved and outlying areas (classes, centers) and develop criteria for establishing new campuses.

- 1) The West Campus President and Administration continue visitation and dialogue with schools and community agencies in Sells and Ajo in the Campus Service Area. (Albert)
- 2) The West Campus President and Administration continue visitation and dialogue with schools and community agencies in Sells and Ajo in the Campus Service Area. Contact with the Western Pima County Community Council in Ajo resulted in a presentation by Dr. Albert at the February 7, 2008 meeting. Dr. Albert is also scheduled to speak at the May 1 Council Meeting. (Albert)
- 3) At the request of Sharon Bronson's office, arrangements were made with the State Dept of Ed to have the Curley School in Ajo GED testing site, and WC has committed to providing a minimum of two testing sessions per year. The Curley School is a community center project managed by the nonprofit group, International Sonoran Desert Alliance. (Albert)
- 4) Partner with the Sahuarita School District for space in the new high school. (Duran/Vanis)
- 5) Expand off campus classes using K-12 facilities in Sahuarita. (Duran/Vanis)
- 6) EC - Expanded presence and services in the Vail area. (Fugett)
- 7) Community Campus Workforce and Business Development Contract Training Team staff members have been meeting with the Town of Oro Valley to determine its long-term training needs and will begin assessments this month. Once the assessments are complete, appropriate college departments will be contacted to assist with the delivery of necessary training. (In Progress) (Kooi)
- 8) NWC - Develop facilities use agreements with all governmental units and school districts in the campus service area. (Lee)

- 9) NWC - Offer classes at Marana Middle School to better serve the northern part of the Campus service area. (Lee)
- 10) NWC has established classes in the Town of Marana and the Town of Oro Valley based on them being high demand, high growth areas. (Lee)

5.4.3 Identify locations to expand programming in underserved and outlying areas.

- 1) Collaborate with CC on use of the Green Valley Community Center. Met with community leadership. Determined there is a lack of interest at this time. (Duran/Vanis)
- 2) Implementation of UA GEAR-UP Grant. Gear Up program activities planned and implemented. (Duran/Vanis)
- 3) Community Campus continues to work with the Desert Vista Campus to determine how we can best serve the population center between Sahuarita and Green Valley for credit and non credit instruction. We have met with the high school, the Chamber of Commerce, and community groups to determine how to best assist them. (Kooi)
- 4) NWC - Increase the number of courses offered in outlying areas; Offerings at Marana Middle School and Marana High School are designed to establish a Pima presence in Marana and to satisfy community interest. (Lee)
- 5) The Deans of Instruction and Student Development in collaboration with the AVC's of Academic Services, Student Services and Marketing identified current College efforts in meeting the needs of the service areas throughout the county. Attached is a list of activities, programs/services and strategies currently provided in the campus service areas to respond to Strategy 5.4.2 as well as a list of strategies the College can implement to better serve the needs of our community.

Category 1 Outreach Efforts

Grant Funded Programs: Title V, Gear Up, Upward Bound, HUD, Talent Search, CORE and numerous regional, state and local grant funded programs/services.

K-12 Programs: Dual Enrollment, High School Days/Nights, Parent Outreach, Raytheon Scholars, a number of Bridge programs with K-12 schools, Aztec College, Meet Your College Days/Nights, College for a Day, Fifth Grade Visitation, Majors Fairs, Campus Tours etc.

Community Outreach: Community Campus Community Education program, LULAC Leadership Conference, Neighborhood Centers/Association programs/services, Homeowners Association activities, Pima County on Aging, Campus Family Days/Nights, On site advising services at community based sites (New and Old Pascua Yaqui, Tohono O'dham reservation sites, Community Agencies, Community Centers, Wellness Centers etc.), Extreme Registration, Love Your Major, Don't Be Afraid of Transfer, Safe Halloween, Auto Safe Check, Adopt a Street, Welcome to Southwest Amigos, College Goal Sunday, Dia de los Muertos, Holiday Event participation with community groups, GOVAC and Life on Wheels etc.

Category II Workforce Connections On Campus Efforts: College Credit and Non-Credit training opportunities on campus, hosting Advisory Committee meetings, WIB Planning Committee meetings, Professional Development workshops on all campus for service area businesses and school personnel, Blood Drives in collaboration with the community agencies, Brown Bag Lectures, Allied Health and

other occupational area events on campus for regional, state and local audiences and Metropolitan Education Employment Skills workshops etc. Off Campus Efforts: All of CBS and CTD workforce development training, Board memberships/participation on numerous workforce boards and advisory committees (WIB, JTED, MEC, YMCA/YWCA etc.), on-site workforce training (CBS coordinated workshops and courses, online/distance education training, face-to-face CTD efforts etc.), Tech Prep, Perkins activities, and off campus credit classes.

Category III Centers and Sites Credit and Non Credit Courses: Offering credit and non credit courses at sites over the entire county, but in particular at established centers such as DMAFB, SEC, NEC, Green Valley, Aviation Tech Center, the four Adult Ed Centers, PSESI, High School Sites, Chinese Cultural Center etc. The Community Education program offers non credit courses in every corner of the county. Areas Needing More of a PCC Presence: Catalina Foothills, all areas west of Valencia/Mission Rd, areas south of Valencia and continue to expand programs and services to Vail and Marana areas (fast growth, high volume). (Joint Deans)

- 6) WC BCLSS Social Services met with Tohono O'odham Community College to expand the Community Health Worker Certificate programs there.

Strategy 5.5 Ensure the sustainability of the campus physical plants to guarantee uninterrupted delivery of programs and services

Responsibility Charlotte A. Fugett/Dr. David Bea, Executive Vice Chancellor for Administration

Not Complete

5.5.1 Engage outside expertise to assess and document each campus' central plant (complete).

- 1) Requested funding to complete a District-wide Facilities Condition Audit and received Capital Budget fund approval for FY07/08. A Request for Proposal has been developed to engage an external firm to complete the Facilities Condition Audit. A life-cycle replacement plan will be developed based upon findings from this Audit. (Bea)
- 2) Requests for Proposals are being devolved to engage outside expertise to complete a district wide Facilities Condition Audit. (Ward)

5.5.2 Develop a life-cycle model (age of equipment, depreciation schedule, maintenance record, repair history, expected life) for each plant (due to complete in the 2008-2009 fiscal year).

- 1) Life-cycle model will be developed based on findings from Facilities Condition Audit. (Ward)

5.5.3 Prioritize needs and address as part of the Capital Budget Process, based upon the assessment of each plant (due to complete in the 2008-2009 fiscal year).

- 1) The West Campus has reprioritized its capital projects as part of the Plan. (Albert)

- 2) Implement a back up plan in collaboration with district for campus chillers failure. (Duran/Vanis)
- 3) Community Campus participated in consultant review of chronic HVAC issues at CC main campus (on-going) (Kooi)
- 4) Community Campus utilizes annual capital request process for support of facility needs, requests replacement equipment and technology through capital request process, supports technology replacement plan at all sites and centers. (Kooi)
- 5) Plan of action will be devolved based on Facilities Condition Audit findings and criticality of mission essential equipment from life-cycle model. (Ward)

Strategy 5.6 Identify other resources for capital expansion and maintenance

Responsibility Charlotte A. Fugett/Dr. David Bea, Executive Vice Chancellor for Administration. Campus Presidents: Dr. Louis Albert, Dr. Johnson Bia, Dr. Richard Duran/Dr. Mary Vanis, Jana B. Kooi, Dr. Sylvia M. Lee, Dr. Raul Ramirez/Charlotte Fugett

Completed 4/30/08

5.6.1 Test the feasibility of a bond initiative for new capital projects and equipment.

- 1) A Pima Community College Health Education Campus has been proposed as part of the 2008 Pima County Bond Election. The construction of this campus at the Kino Health Campus Complex will enable PCC to operate all of its health career education programs at a single, centrally- located site, resulting in greater efficiency and a larger and more diverse pool of graduates to meet workforce needs. (Bea)

5.6.2 Investigate federal sources such as grants and Congressional earmarks.

- 1) Pima County Entrepreneurial Education and Development is an FY09 project supported by Congresswoman Gabrielle Giffords. This project will develop and deliver entrepreneurial education and training to small business owners and start-up companies located in rural areas of Pima County and areas with underserved populations. (Bea)
- 2) Steps to Success: Supporting Students Prepare for an ADN of Nursing - JobPath is a project supported by Congressman Raul Grijalva. This FY09 project will increase nursing education opportunities through the provision of pre-entry preparation services to individuals from disadvantaged backgrounds, including racial and ethnic minorities underrepresented among registered nurses. (Bea)
- 3) The College received a 5-year Title V grant in the amount of \$5.4 million for the West and Desert Vista campuses. The West Campus will receive \$2.9 million to expand health care programs' capacity, and the Desert Vista Campus will receive \$2.5 million to expand the avionics lab and for equipment. (Bea)
- 4) a) The West Campus is a recipient of the Brown Foundation and Title V funding which, in part, will allow for renovation/remodeling of the radiologic technology, respiratory therapy and nursing skills labs. b) Active pursuit of funding opportunities is under way to improve West Campus Fitness Facilities. (Albert)

- 5) Identify potential grants for additional resources for capital expansion of new programs and services. (Duran/Vanis)
- 6) NWC - Investigate Title III funding to support the construction of new campus facilities. (Lee)

5.6.3 Pursue private sources.

- 1) The College received a 5-year Title V grant in the amount of \$5.4 million for the West and Desert Vista campuses. The West Campus will receive \$2.9 million to expand health care programs' capacity, and the Desert Vista Campus will receive \$2.5 million to expand the avionics lab and for equipment. (Bea)
- 2) The Foundation is working with West campus to develop a sponsorship plan for the fine arts that may support capital needs. (Bea)
- 3) The Foundation's plan for the Desert Vista Endowment Campaign addresses the need to raise funds that may be necessary for capital expenditures. (Bea)

5.6.4 Explore partnerships with local governments and agencies.

- 1) Numerous contracts have been approved that permit outside entities to utilize College facilities for various purposes. (Bea)
- 2) Numerous contracts have been approved that permit the College to utilize outside facilities for various educational purposes. (Bea)
- 3) District discussions are underway with Pima County to explore the feasibility of a new PCC Healthcare Campus site. (Albert)
- 4) Pursue partnerships that facilitate capital expansion of the campus. (Duran/Vanis)
- 5) Pursue partnership with shopping center mall. (Duran/Vanis)
- 6) The new Davis-Monthan Professional Development Center is a substantial investment by the government in partnering with Pima Community College. The new facilities enable Pima to expand their course offerings and increase their outreach to the Davis- Monthan and Pima County community. (Kooi)
- 7) NWC - Develop facilities use agreements with all governmental units and school districts in the campus service area. (Lee)

5.6.5 Lobby state government to reinstitute capital funding for growth, vocational programs and new campuses.

- 1) The College has been proactive and has submitted a Carl Perkins IV grant. The Carl D. Perkins IV Career and Technical Education Act 2006 provides states with funding to support occupational career and technical education programs that align to an industry-recognized credential or certificate. Basic Grant funding will provide support funding for services and professional development intended to ensure occupational students' success at the College including: Dual enrollment alignment of coursework to secondary schools, Accountability Data reporting, Faculty and adjunct faculty professional development, Program development and faculty recruitment, Research Industry recognized assessments related to occupational fields of study, Promoting non-traditional training. (Bea)
- 2) The Title V grants at the Desert Vista and West Campus provide resources necessary to expand programs that are projected to increase enrollment by about 400 new students. (Bea)