



PimaCommunityCollege

College Plan 2008-2011

2008-2009 Status Report

August 12th 2009

Board of Governors

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Strategy 1.4

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

Completion Date: 30-Apr-2009

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

Complete

1.4.1 Expand faculty mentoring program to adjunct faculty.

Vice Presidents of Instruction

- 1 The Vice Presidents of Instruction sent a memo of recommendation to the Provost on January 7, 2009 for the development of an adjunct faculty mentoring program composed of two components. The first is adjunct faculty orientation to administrative functions on the campus including copying, grade deadlines, syllabus construction, etc. The second component is true faculty mentoring within the discipline with emphasis on classroom management and subject matter delivery. Memo is included in working agenda notes. (All, VPI)
- 2 Offered four sessions of Technology training to adjunct faculty. (DV, Bettye Wheeler - Division Dean, Don Shaffer - Director of IT)
- 3 We have sponsored a few of adjuncts for the Business Math mentoring program. Adjuncts mentored include Steven Brownstein, and Elisabeth Dinkleman (DC, Dan Wright, Division Dean)
- 4 In our meeting on November 25th, the Vice Presidents reviewed the College's current adjunct faculty mentoring programs and made suggestions for consideration of a district-wide program. The East Campus has a full-fledged program and the other campuses have discipline-based or partial mentoring programs. Our recommendations for a district-wide program are separated into two components; administrative and department/discipline-specific adjunct faculty mentoring. The first focuses on administrative responsibilities including copying, grade deadlines, and syllabi construction among other items. The second component places attention on faculty-to-faculty mentoring within the discipline with emphasis on classroom management and subject matter delivery. Additional details are in the TracDat Document folder, under VP Instruction filename VP 1 4 1 Submitted January 7 2009.docx. (VPs of Instruction)
- 5 In addition to the College mentoring program, the Nursing Division developed and launched a comprehensive mentoring program for two new full time hires and all adjunct faculty. A tool was designed to evaluate the effectiveness of the division program. Policy was established and handbooks were created and distributed Fall 2008. (WC, M. Mayhew, WC Division Dean of Nursing)

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

Vice Presidents of Instruction

- 1 Several of our Writing Department faculty attended the 2009 Writing CDAC Professional Development Day. Our instructors also participated in the Desert Vista Developmental Education Workshop. Over 50% (19 of 34) of Science and Communication faculty have completed or are taking Blackboard Vista training. (DC, D. Wright, Division Dean)
- 2 Hosted College-wide workshop for developmental education faculty in August 2008. Offered Millennial training workshop February 2009. Offered workshop on integrating Student Life into the classroom as a means of student retention in April 2009. (DV, Simone Gers - Division Dean, Matt Matera - Student Life Coordinator, Shawn Hellman - Faculty)

- 3 Hosted District Wide Workshop for Developmental Education Faculty in August 2008. (DV, Simone Gers)
- 4 The East Campus held a special campus All Faculty Day with workshops on classroom instructional issues and Student Learning Outcomes. (EC, C. Fugett, President)
- 5 An East Campus Instructional Lab Specialist provided training via PowerPoint workshops for campus faculty. (EC, C. Fugett, President)

1.4.3 Develop additional professional development opportunities for faculty. Vice Presidents of Instruction

- 1 The East Campus offered a special audio conference, "Veteran Issues at Community Colleges: Are You Ready for Returning Vets?" The conference was about preparing and assisting military veterans by addressing the emotional, mental, career, family and financial challenges that go above and beyond the traditional college transition. (EC, C. Fugett, President)
- 2 All three counselors teach STU 100 and are currently developing a consolidated course to ensure content is the same for teaching and learning. By Spring 2009, accomplished standardized course materials supplements; Rob Walkinshaw developed packed used in place of formal text for all 100 sections; began offering different modalities for STU in Sp[ring 2009 (STU 105 and 107 as self-paced); continued with STU 107 dual enrollment at Mountain View High School. (NW, R. Walkinshaw, D. Siddall, S. Desjardin)
- 3 EC All Faculty Day contained workshops on technology innovation as well as hybrid and online instruction. (EC, C. Fugett, President)
- 4 The East Campus CDAS conducted Pima Reports training for EC Department chairs and lead faculty. (EC, C. Fugett, President)
- 5 Held three Teaching Innovation Forums in the Fall 2008 Semester: Curriculum Alignment, Black Board Vista and Teaching ESL Students; Awarded two \$1,000 Innovation Awards for Instructional and Student Services Innovation. (DV, Lori Grimm; Lloyd Sandmann; Linda Rousos - Faculty, Christal Albrecht - President)
- 6 Developed technology workshops for faculty. During the first week of faculty accountability in the Spring semester, there were four such workshops and three additional during the semester. (NW, P. Houston, D. Padgett)
- 7 Implemented several Code of Conduct training opportunities for faculty. Completed and Ongoing: Code of Conduct training was provided at the Fall and Spring Adjunct Faculty Orientation and the Department Chair meetings. A training session for all faculty was offered twice in the spring semester. (NW, A. Conover, P. Houston, D. Padgett)
- 8 Implemented Best Practices sessions for faculty.
The sessions have been augmented by workshops on Student Learning Outcomes, technology, sabbatical reports and Classroom Management. Workshops on each have been offered to adjuncts and full-time, including guest lectures. (NW, P. Houston, D. Padgett)

1.4.4 Refine the faculty success program to support instructional improvement.

Vice Presidents of Instruction

- 1 In our meeting on November 18th, the Vice Presidents assessed components of the current Faculty Success Program from an operational standpoint. The group discussed how the program serves as a good start but suggested that Division Deans and faculty might benefit from training or workshops to make the process more productive and increase consistency throughout the campuses. Additionally, the Vice Presidents will contact Meet and Confer Management team members directly to offer suggestions for potential improvements to Policy on the topic of the Faculty Success Program. (VPs of Instruction)
- 2 VPIs sent memo of recommendation to Provost's office on ways to refine the faculty success program on November 18, 2008. Memo included in working agenda notes. (All, VPI)
- 3 VPIs refined the Faculty mentorship program to improve faculty-to-faculty contact. The VPIs also developed recommendations for improvement in the Adjunct Faculty Mentoring pilot, recommending orientation and training events for all adjuncts. (All, T. Roush, VP Instruction)

Strategy 1.5

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

Completion Date: 30-Apr-2009

Provost and Executive Vice Chancellor, and Assistant Vice Chancellor for Academic Services and Vice Provost

Complete

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

Vice Presidents of Instruction, and Vice Presidents of Student Development

- 1 Used the Audio Response System during Opening Day 08/25/08 for faculty to learn and utilize the technology in the classroom. (DV, Leticia Menchaca - VP Student Development)
- 2 Academic Advising Training, FERPA Workshops, Career Services Workshops, Accessing resources via MyPima, Code of Conduct Training (All, Murphy, AVC and Vice Provost)
- 3 The Vice Presidents of Instruction generated a list for potential opportunities to develop and enhance learning and educational resources to support student learning and effective teaching, College Plan Action Items, 1.5.1 and 1.5.2 The list of suggestions for professional development opportunities included: teaching millennium students, teaching developmental students by discipline, replication model of writing CDAC workshops, intervention strategies, FERPA, workshops on learning styles, employing alternative teaching modalities, student success strategies , teaching the on-line and hybrid learners, retention strategies, effective classroom management, promotion of student engagement in classroom, development of hybrid courses, faculty leadership on campus, curriculum development, career services in instruction, and becoming a master teaching training, creative uses of professional development funds and other motivators for professional development, creating an environment of change, student complaint processes, and embedding technology into existing and new curriculum. (Vice Presidents of Instruction)
- 4 VPIs sent memo of recommendation to Provost with suggestions on developing and enhancing learning and effective teaching and recommendations for professional development opportunities for administrators and staff on November 18, 2008. Memo included in working agenda notes. (All, VPI)
- 5 VPIs sent memo of memo of recommendation to Provost's office in regard to handling requests for overloads for full-time and adjunct faculty on December 15, 2008. (All, VPI)
- 6 A member of the East Campus' Educational Technology Work Group has presented at least 5 technology workshops for faculty's professional development. (EC, C. Fugett, President)
- 7 The EC's Tutoring Center piloted an enhanced tutoring program for Chemistry. (EC, C. Fugett, President)
- 8 The East Campus provided specialized training in PowerPoint for their faculty and adjunct faculty. (EC, C. Fugett, President)

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

Vice Presidents of Instruction, and Vice Presidents of Student Development

- 1 Intranet development, MyPima alerts and announcements, Podcasting, Video clips for various resources, On-line, MyPima allows the ability to provide 24/7 services. Disk, jump drive etc., Pima chat with scheduled programs and a library of previous chats, Social networking, Telephone/Helpline (All, Murphy, AVC and Vice Provost)
- 2 Math Faculty provided Professional Development for Math Tutors. (DV, Darla Aguilar - Faculty, Simone Gers - Division Dean)
- 3 Brought students to an opening reception of the Art of Democracy at the University of Arizona Student Union Art Gallery. 90 students, 2 faculty members, and 2 advisors attended the event to learn about the portrayals of democracy through various forms of art. Many of the students examined the art pieces online, analyzed them at the gallery, participated in small-group discussions about their analyses, and wrote about their experiences through a class assignment. (DV, Matt Matera - Student Life Coordinator, Dr. Charles McKenzie - WRT Instructor)
- 4 Develop Perkins Grant proposal for Clinical Research Coordinator Program. Proposal has been developed and has been submitted to the Program Services Office. (NW, P. Houston, A. Conover, A. Robinson, D. Padgett, L. Brown-Quick)
- 5 Increase level/depth of knowledge concerning state university admissions, advising programs, particularly The University of Arizona and modify STU 107 and 210 to assist students to dual enroll and transfer. Rob Walkinshaw has developed a proposal for STU 107 and PJAE. (NW, R. Walkinshaw)
- 6 Improve and increase student understanding of transfer processes and options. Worked with UAPCCTCC to develop events like "Love Your Major" on campus to promote university transfer. Rob Walkinshaw and adjunct instructor for STU 210 used same course assignments to ensure campus consistency with class; coordinated with all STU 210 instructors re course content. (NW, R. Walkinshaw)
- 7 The Vice Presidents of Instruction generated a list for potential opportunities to develop and enhance learning and educational resources to support student learning and effective teaching, College Plan Action Items, 1.5.1 and 1.5.2 The list of suggestions for professional development opportunities included: teaching millennium students, teaching developmental students by discipline, replication model of writing CDAC workshops, intervention strategies, FERPA, workshops on learning styles, employing alternative teaching modalities, student success strategies, teaching the on-line and hybrid learners, retention strategies, effective classroom management, promotion of student engagement in classroom, development of hybrid courses, faculty leadership on campus, curriculum development, career services in instruction, and becoming a master teaching training, creative uses of professional development funds and other motivators for professional development, creating an environment of change, student complaint processes, and embedding technology into existing and new curriculum. (Vice Presidents of Instruction)
- 8 Implemented the new Blackboard and Microsoft XP training opportunities. Blackboard Vista training was completed. (NW, R. Foth, P. Leverentz, D. Padgett, P. Houston)

- 9 Increase technology and literacy resource training opportunities for students through the library. Sessions were offered in the Fall and Spring semesters. (NW, N. Lam, K. Swank, D. Morris-Murphy, N. Trejo, D. Padgett)
- 10 Encourage selected students to volunteer as mentors to at-risk students and provide a structure for the mentoring to occur. (NW, Patricia Houston, Suzanne Desjardin, Dave Padgett)
- 11 Encouraged faculty to use advising hours in the tutoring lab and promote the sessions to students. Several key faculty have provided tutoring and improve services to students. (NW, E. Gallagher, P. Houston, D. Padgett, D. Morris-Murphy)
- 12 Piloted a new program involving NWC faculty who assisted students who wanted specific career information connected with a major. Faculty volunteered to provide career guidance to students within their discipline. (NW, S. Desjardin, P. Houston, D. Padgett, R. Walkinshaw, L. Morales)
- 13 Increased student access to Student Success (STU) course content via development of modules/workshops. Counselors have been involved in developing daily student orientations. Rob Walkinshaw has been the lead counselor for this effort in the district. (NW, S. Desjardin, P. Houston, R. Walkinshaw, D. Siddall, D. Padgett)

1.5.3 Establish a service review process to identify the effectiveness of learning resources and professional development opportunities Vice Presidents of Instruction, and Vice Presidents of Student Development

- 1 For College Plan Action Item, 1.5.3, review of learning resources and professional development opportunities might require a district-wide working group of Vice Presidents of Instruction and Student Development, Advanced Program Managers, academic service center coordinators, and students charged with evaluating effectiveness, consistency, application of innovation, and constant improvement of services. (Vice Presidents of Instruction)
- 2 VPIs sent memo of recommendation to Provost with suggestions on developing and enhancing learning and effective teaching and recommendations for professional development opportunities for administrators and staff on November 18, 2008. Memo included in working agenda notes. (All, VPI)
- 3 VPIs sent memo of recommendation to Provost's office in regard to handling requests for overloads for full-time and adjunct faculty on December 15, 2008. (All, VPI)
- 4 VPIs conducted and evaluated a Learning Center service review. (All, T. Roush, VP Instruction)

Strategy 2.1

Leverage community resources

Completion Date: 30-Jun-2009

Presidents

Complete

2.1.1 Inventory and assess community resources to determine how they can augment PCC programs. Vice Presidents of Instruction, and Vice Presidents of Student Development

- 1 Campuses maintain contact information of organizations within assigned service areas including neighborhood associations, social services agencies, and faith-based organizations. (All, VP Student Development)
- 2 PCCAE maintains service referral list for students needing additional support services. (All, VP Student Development)
- 3 Outreach Coordinators established an activity database in July 2008 and make this available to other departments. Directory of Community Resources for Southern Arizona published by Information & Referral Services is in PCC counseling centers and libraries; contains 26 categories within Education and lists 451 services. (All, VP Student Development)
- 4 Consortia such as the umbrella organization, Literacy For Life, have formed and provide one stop connections for some services and contact points. (All, VP Student Development)
- 5 As part of the College's self study for reaccreditation, subcommittees on the five criteria are identifying community resources and partnerships, many related to basic skills development. (All, VP Student Development)
- 6 Piloted Basic Skills Assessment instrument at Mountain View High School which will assist in placing students in high school and college math courses. Assessments were administered at Mountain View during the sophomore in order to prepare for College mathematics. This project was coordinated with the Math CDAC. The Math CDAC has approved utilizing Accuplacer at Marana High School next year. (NW, N. Corson, J. Knapp, J. Worrall, L. Morales, D. Padgett, A. Conover)
- 7 Developed Community Resources List for Student Referrals. (DV, Leticia Menchaca - VP Student Development)
- 8 A forthcoming collaboration with the East Campus and the Statewide Instructional Technology Project for training and professional development is currently under review. (EC, C. Fugett, President)
- 9 East Campus partnered with SunEdison to present a Solar Expo, initiate a Solar Job Fair and sponsor a community lecture on solar power. (EC, C. Fugett, President)
- 10 Through linkages with SunEdison and TEP, solar paneling was installed on one EC building and connected to the solar grid. (EC, C. Fugett, President)
- 11 Artists from the private sector and regional and state institutions contributed loaned artwork to the EC Sculpture-On-Campus program. (EC, C. Fugett, President)
- 12 EC Student Government expanded their annual Blood Drive in partnership with the TV show Extreme Makeover: Home Edition and the American Red Cross. (EC, C. Fugett, President)
- 13 The EC's Lecture Under the Stars series brings science scholars to campus to present to the community. (EC, C. Fugett, President)

- 14 The East Campus teamed with ten other institutions of higher learning and the Humane Society of the United States (HSUS) in signing a pledge to be proactive in preventing severe animal pain and distress. (EC, C. Fugett, President)
- 15 Space at the UA Science and Technology Park for both classes and advising has been negotiated through an agreement between the East Campus and the UA South. (EC, C. Fugett, President)
- 16 Water for People, an international aid organization, presented at an East Campus forum with local candidates running for the Central Arizona Water Conservation District board. (EC, C. Fugett, President)
- 17 The East Campus, along with the City of Tucson, cosponsored a full day technical training event on Photovoltaic and National Electrical Code Training for inspectors and facilities personnel. (EC, C. Fugett, President)
- 18 East Campus Writing faculty sponsored Saturday lectures during the spring semester featuring three nationally known professional writers. (EC, C. Fugett, President)
- 19 EC Accounting faculty secured free Peachtree software as a major teaching tool for the classroom. (EC, C. Fugett, President)
- 20 EC Business faculty is utilizing an electronic business textbook and helping students save educational expenses. (EC, C. Fugett, President)
- 21 The EC partnered with Mollen Immunization Clinics to offer flu vaccine to all students and employees. (EC, C. Fugett, President)
- 22 Democracia U.S.A. and the East Campus engaged the public in non-partisan voter registration efforts during the 2008 campaigns. (EC, C. Fugett, President)
- 23 EC Writing students were treated to a lecture by author Dr. Ann Lopez, author of "The Farmworkers' Journey". (EC, C. Fugett, President)
- 24 Members from the Tucson League of Women Voters attended EC student government meetings in order to assess and offer helpful suggestions in regards to running a proper business meeting. (EC, C. Fugett, President)
- 25 Community outreach expanded to tribal entities, neighborhood associations, and community organizations such as Pascua Yaqui Tribal education programs, First Things First Regional Partnership Council, San Xavier Educational Center, C.E. Rose Family Center Progress class, Midvale Park Neighborhood Association, Sol Casinos, Tohono O'Odham Nation Scholarship Program, Native Education Alliance, Tucson Indian Center, Southwest Family Center. Activities took place on these dates 07/07/08, 07/09/08, 08/04/08, 08/05/08, 08/11/08, 09/09/08, 09/10/08, 09/15/08, 09/18/08, 09/20/08, 10/01/08, 10/14/08 10/17/08, 10/18/08, 10/30/08, 11/15/08, 11/20/08, 11/21/08, 12/02/08, 12/10/08, 12/16/08, 1/14/09, 2/02/09, 2/21/09, 3/15/09 (DV, M. Sando, Outreach Coordinator)
- 26 VPI developed a list of over 75 business contacts identified for contact in the next 6-9 months. Pascua Yaqui and Tohono O'Odham nations offer grants which can be used to leverage campus resources and benefit students. (DV, T. Roush, VP Instruction)

27 DC has contacted all K-12 high schools in its service area to see how we can partner with each other utilizing joint resources. The result has been offering dual enrollment programs at the Math and Science Academy, Catalina High School and through the efforts of the Upward Bound program Amphitheater High School, Rincon High School and Presidio Charter High School. In addition joint programming efforts have been successful in setting up a remediation program at Pima Partnership High School and plans for a dual enrollment program at Catalina Allied Health Magnet High School. (DC, H. Muir, VPI)

28 An ad hoc Developmental Education Committee was established on September 11, 2008 and charged with developing a proposal to develop an alternative to semester-based developmental education program, research best practices and provide recommendations for developmental education program improvement at Pima Community College.

A Developmental Education Program Proposal was prepared and submitted to Dr. Suzanne Miles on December 1, 2008. The proposal includes national best practices and recommendations for implementing an effective developmental education programs.

A standing Developmental Education and Retention Committee has been established by the Chancellor and is comprised of internal and external members, developmental education faculty, college administrators, representatives from student development, instructional faculty, and counselor and retention specialists. The charge to the committee is to review the activities and programs related to developmental education and retention at the College and recommend improvements to the Chancellor. (All, VPI)

2.1.2 Evaluate existing partnerships to determine which practices to strengthen, add, or eliminate. Vice Presidents of Instruction, and Vice Presidents of Student Development

1 Expanded Dual Enrollment/Dual Enrollment Tech Prep with TUSD, Sunnyside, Sahuarita, Charter Schools, Rio Rico and Nogales; Expanded partnership and developed marketing materials with University of Arizona South to include offering Baccalaureate Program at Desert Vista beginning in fall 2009; Employed student interns from San Miguel High School. (DV, S. Gers, B. Wheeler, K. Schiefen, Division Deans; C. Albrecht, President)

2 VP of Adult Education is a board member of the Literacy For Life consortium and is in a position to be current on related resources and activities (All, VP Student Development)

3 SD has expanded basic skills assessment in the high schools and with other community entities for the purpose of early identification of college readiness, allowing for intervention as needed. (All, VP Student Development)

4 Interactions within the community with literacy groups is strong; those for math are less evident. (All, VP Student Development)

5 Community organizations are using an expanded definition of literacy that includes such aspects as health, workplace, technology, and financial; PCC is examining ways this can impact basic skills development. (All, VP Student Development)

- 6 Administrators serve as Board of Directors for many non-profit organizations within the service areas. (All, VP Student Development)
- 7 DC is evaluating all of those existing partnerships to determine which practices to strengthen, add, or eliminate, similar evaluations were made at Flowing Wells High School and at all Pima County high schools that have Career and Technical Education programs in AUT, BCT, CAD, MAC, WLD, IDE, Fashion Merchandising, BUS, MKT, CSA, and ACC. (DC, H. Muir, VPI)
- 8 VPI and a campus team visited 12 dual enrollment HS campuses to establish and strengthen DE partnerships. (DV, T. Roush and L. Menchaca, VP Instruction)
- 9 Engaged in meetings with principals, assistant principals, counselors and other pertinent staff at the following high schools regarding the expansion of Dual Enrollment offerings on these dates 1/29/09, 2/4/09, 2/9/09, 2/16/09, 2/23/09, 3/4/09, 3/9/09, 3/14/09,3/16/09 : Sahuarita HS, San Miguel HS, Alta Vista HS, Desert View HS, Sunnyside HS, Toltecalli Academy, Aztlan Academy, PPEP TEC HS, Pueblo HS, Rio Rico HS, S.T.A.R. Academy. (DV, T. Roush, VP Instruction, L. Menchaca, VP Student Development, B. Wheeler, Division Dean, B. Miller, Advanced Program Manager, M. Sando, Outreach Coordinator)
- 10 Serve on The University of Arizona President's Diversity Council and attend regular meetings & activities. Serve as campus liaison for the PCC/UA Program for Joint Admissions and Enrollment. Serve as campus lead person for the UA New Start Summer Program partnership. Attended meetings on these dates 11/18/08, 12/06/08 01/23/09, 02/20/09, 03/05/09 and 03/12/09. (DV, M. Sando, Outreach Coordinator)
- 11 An ad hoc Developmental Education Committee was established on September 11, 2008 and charged with developing a proposal to develop an alternative to semester-based developmental education program, research best practices and provide recommendations for developmental education program improvement at Pima Community College.

A Developmental Education Program Proposal was prepared and submitted to Dr. Suzanne Miles on December 1, 2008. The proposal includes national best practices and recommendations for implementing an effective developmental education programs. Both internal and external communities must become involved in partnerships with the College and the Developmental Education programs to support student success.

A standing Developmental Education and Retention Committee has been established by the Chancellor and is comprised of internal and external members, developmental education faculty, college administrators, representatives from student development, instructional faculty, and counselor and retention specialists. The charge to the committee is to review the activities and programs related to developmental education and retention at the College and recommend improvements to the Chancellor. (All, VPI)

- 12 The East Campus is utilizing an increasing number of Joint Technological Education District (JTED) course offerings. (EC, C. Fugett, President)
- 13 The East Campus is collaborating on a joint marketing and counseling venture with the UofA South. (EC, C. Fugett, President)
- 14 Partnership relations have been increased between the East Campus and Aztec Middle College, a unique alternative school located on the campus. (EC, C. Fugett, President)

- 15 A representative from the East Campus Art Department serves as curator for quarterly art exhibitions held at the Clements Fitness Center. (EC, C. Fugett, President)
- 16 EC History faculty facilitated a town hall meeting on issues of race and ethnicity for Vail School District #20. (EC, C. Fugett, President)
- 17 An East Campus representative served on the selection committee for a UA South advisor position. (EC, C. Fugett, President)
- 18 In an effort to strengthen communication between University Medical Center pre-med students, EMT faculty has given several presentations highlighting the East Campus program. (EC, C. Fugett, President)
- 19 East Campus representatives met with JTED officials and will now offer EMT100 to Fire Academy students. (EC, C. Fugett, President)
- 20 An EC representative served as a member of a community panel for a charter high school's accreditation renewal visit. (EC, C. Fugett, President)
- 21 The East Campus is working in partnership with the City of Tucson Parks and Recreation Department to submit a Housing and Urban Development (HUD) grant to expand facilities at the Clements Recreational Center. (EC, C. Fugett, President)
- 22 Collaborated with new partners such as the Chinese Cultural Center and Marana schools. Eliminated Marana Middle School site and will add new Marana site. Coyote Trail Elementary School will be the new site in Marana. Courses at the Chinese Cultural Center will begin in the Fall 09. (NW, P. Houston, A. Conover, S. Lee, D. Rodriguez-Pitel, D. Padgett)

2.1.3 Design opportunities for collaboration with existing service area programs in libraries, faith-based organizations, neighborhood associations, Vice Presidents of Instruction, and Vice Presidents of Student Development

- 1 PCCAE offers GED Prep courses in the community; NWC offers a campus based opportunity. (All, VP Student Development)
- 2 PCCAE offers GED Testing in the community; WC offers a campus-based opportunity and one in Ajo. (All, VP Student Development)
- 3 Grant funded units are bringing programming into neighborhood venues. PCC offers classes in neighborhood facilities. Programs targeted to parents and families are being held in campus service areas. (All, VP Student Development)
- 4 Throughout the Fall 2008 semester, Hosted and attended meetings for Midvale Park Neighborhood Association; Attended meetings with the Interfaith Council; Participated in Job Path job fairs. (DV, Christal Albrecht, Alma Yubeta, Marilyn Sando, John Carbajal)

- 5 Attend regular Sunnyside Unified School District Learning Community Leaders monthly meetings (09/03/08, 11/05/08, 01/08/09, 2/04/09, 3/04/09 and 03/11/09); attended the SUSD Digital Advantage Celebrations; serve on the SUSD Dollars for Scholars Selection Committee. Currently collaborating with SUSD on PCC summer classes for SUSD graduating seniors who are Dollars for Scholars recipients. (DV, Marilyn Sando - Outreach Coordinator, Brian Miller - Advanced Program Manager, Christal Albrecht - President)
- 6 Outreach to JobPath regarding Biomedical, Biotechnology and Technology Education; meetings Fall and Spring 2008-9. (WC, M. K. Gilliland WC Division Dean Science and Technology)
- 7 EC staff and administrators volunteer at the City of Tucson's Ward IV office's Back to School Bash. (EC, C. Fugett, President)
- 8 The Groves-Lincoln Park Neighborhood Association is the main partner for the East Campus' Safe Halloween event. (EC, C. Fugett, President)
- 9 The East Campus partnered with the UA Center for Latin American Studies, Arizona Water for People and Water Conservation Alliance of Southern Arizona (CASA) to present a community event on managing water resources. The event featured University of South Australia professor and Fulbright scholar, Jennifer McKay. (EC, C. Fugett, President)
- 10 Tucson Accelerated High School and EC's Northeast Education Center collaborated on an informal information series titled "Parent/Student Connections to Learning". (EC, C. Fugett, President)
- 11 The East Campus provided two special program opportunities for Vail School District employees "Back to School", classes for professional development, and "Vail Classified Academy", classes in liberal arts for degree-seeking employees. (EC, C. Fugett, President)
- 12 For TRiO Day, a national day of volunteering, the East Campus Upward Bound Program collaborated with the Groves-Lincoln Park Homeowners Association and Tucson Clean and Beautiful to perform clean up and maintenance at upper Lincoln Park. (EC, C. Fugett, President)
- 13 Las Posadas, a traditional Mexican event commemorating the holy family's search for lodging, was reinacted by EC Student Government for the eastside community. (EC, C. Fugett, President)
- 14 The President and staff members of the East Campus participated in events at Vail Pride Day, a celebration of the accomplishments of the Vail community. (EC, C. Fugett, President)
- 15 In partnership with Marana Health Clinics, the East Campus remodeled its limited space to include a small health clinic for the benefit of students, staff and the surrounding community. (EC, C. Fugett, President)
- 16 EC staff has formed the East Campus Outreach Team, a clearinghouse for campus program information and an outreach component to other service area programs. (EC, C. Fugett, President)

- 17 An ad hoc Developmental Education Committee was established on September 11, 2008 and charged with developing a proposal to develop an alternative to semester-based developmental education program, research best practices and provide recommendations for developmental education program improvement at Pima Community College.

A Developmental Education Program Proposal was prepared and submitted to Dr. Suzanne Miles on December 1, 2008. The proposal includes national best practices and recommendations for implementing an effective developmental education programs.

A standing Developmental Education and Retention Committee has been established by the Chancellor and is comprised of internal and external members, developmental education faculty, college administrators, representatives from student development, instructional faculty, and counselor and retention specialists. The charge to the committee is to review the activities and programs related to developmental education and retention at the College and recommend improvements to the Chancellor.

(All, VPI)

- 18 Community outreach expanded to tribal entities, neighborhood associations, and community organizations such as Pascua Yaqui Tribal education programs, First Things First Regional Partnership Council, San Xavier Educational Center, C.E. Rose Family Center Progress class, Midvale Park Neighborhood Association, Sol Casinos, Tohono O'Odham Nation Scholarship Program, Native Education Alliance, Tucson Indian Center, Southwest Family Center. Activities took place on these dates 07/07/08, 07/09/08, 08/04/08, 08/05/08, 08/11/08, 09/09/08, 09/10/08, 09/15/08, 09/18/08, 09/20/08, 10/01/08, 10/14/08 10/17/08, 10/18/08, 10/30/08, 11/15/08, 11/20/08, 11/21/08, 12/02/08, 12/10/08, 12/16/08, 1/14/09, 2/02/09, 2/21/09, 3/15/09 (DV, M. Sando, Outreach Coordinator)

- 19 Continued partnership with San Miguel HS, hiring student interns for campus positions. (DV, T. Roush, VP Instruction)

- 20 DC has worked with the Interfaith Council on internships in marketing and communications, with the Flowing Wells Neighborhood Association with the EEE HUD grant program and with Ward 3 related to planning and empowerment zone revitalization strategies. In addition, the Downtown Campus has worked with the Downtown Public Library (main library) on referrals for community user services as well as possible video-phone usage. (DC, H. Muir, VPI)

- 21 PCC is currently working with the County One Stops to develop fast-track workforce education (occupational) programs in selected occupations for displaced and incumbent workers. We are also defining the entry-level skills in reading, writing and math associated with each program. A Basic Education component is being developed for displaced and incumbent workers with basic skills deficiencies to improve basic skills and move students from the imbedded basic skills programs into a specific occupational program.

A list of existing faith based organizations (FBO's), community based organizations (CBO's) and neighborhood associations is in development and review at this time.

(All, VPI)

- 22 Student Services staff have been trained on current community scholarship opportunities. (NW, S. Desjardin, J. Worrall)

- 23 Explored childcare options with YMCA. Space issues currently prevents YMCA from providing child care. There may be a possible change with the additional YMCA building. (NW, D. Padgett, P. Houston, S. Lee)
- 24 Implemented the NWC community outreach plan to promote college and campus services and courses to libraries and homeowner associations. Approximately 20 homeowners associations and three service area libraries have been visited. There have been increased requests for our NWC Speakers' Bureau, including at Sun City. (NW, P. Houston, R. Rojas, S. Lee, D. Rodriguez-Pitel)

2.1.4 Educate the community on the need for broad involvement in establishing multi-level Developmental Education programming as part of a shared responsibility model. Presidents, Vice Presidents of Instruction, and Vice Presidents of Student Development

- 1 PCC faculty are involved in the Teacher Education Program and help prepare future teachers to provide basic skills to students in the K-12 system; graduates are employed throughout Pima County. (All, VP Student Development)
- 2 Staff, faculty, and administrators serve on community boards and organizations and give voice to this perspective. PIR conducts on-going research and provides reports that are made public and utilized to improve student services and instruction. (All, VP Student Development)
- 3 SD and PCCAE are collaborating to keep advisors and counselors current on Adult Education programming and transition opportunities. (All, VP Student Development)
- 4 Work with the Upward Bound grant target high schools to educate them regarding developmental education. Ongoing work with HS to identify and connect with academically at-risk students. (NW, A. Conover, V. Elias)
- 5 DC established a developmental education diagnostic and remediation program at the Pima Partnership High School during the Spring 2009 semester using Accuplacer as a diagnostic tool and will have the REA, WRT and MAT departments work with the Pima Partnership High School reading, writing and math faculty to develop the remediation materials needed for the next school year. integrated throughout IFA-WIRED and CBJT activities. (DC, H. Muir, VPI)
- 6 Community Campus administration is coordinating the development of contract and open enrollment classes for fiscal 2010 using Workforce Investment Act (WIA) and American Recovery and Reinvestment Act (ARRA) stimulus funding. Downtown Campus, West Campus and East Campus administrators are very involved in the development and delivery of these courses, which include embedded contextual learning. (All, VPI)
- 7 Dual Enrollment visits to local service area High Schools included pointed exchanges about developmental education. As a result, the College increased its offerings of developmental education courses at DE high schools. (DV, T. Roush, B. Miller, M. Sando)
- 8 The East Campus Upward Bound Program provides AIMS and educational enrichment classes for selected students from four service area high schools. (EC, C. Fugett, President)

- 9 A demonstration project on Biology basics was offered to campus visitors as part of the EC Safe Halloween program. (EC, C. Fugett, President)
- 10 Community Campus administrators, faculty and staff have provided steady, strong communication with community partners through participation in various Innovation Frontier Arizona-WIRED grant and Community Based Job training (CBJT) grant activities (e.g., leadership and oversight, committee and Board participation, curriculum development, etc.). The significance of various types of developmental education, including topics such as literacy training and the transition through adult education into college courses is integrated throughout IFA-WIRED and CBJT activities. (CC, J. Kooi, President)
- 11 Community Campus President Jana Kooi has given invited presentations to various community organizations (e.g., Tucson Breakfast Club and Rotary Club chapters) which included substantial coverage of the need for collaborative and ongoing developmental education. (CC, J. Kooi, President)
- 12 Community Campus administration is coordinating the development of contract and open enrollment classes for fiscal 2010 using Workforce Investment Act (WIA) and American Recovery and Reinvestment Act (ARRA) stimulus funding. (CC, J. Kooi, President)
- 13 Community Campus administration is currently negotiating the renewal of the Intergovernmental Agreement (IGA) with the Pima County Sheriff's Office (PCSO) for adult basic education classes and GED Testing at the Pima County Jail facility. (CC, J. Kooi, President)
- 14 Offered developmental education contract classes to Toltecali Charter School; Worked with SUSD to align High School math curriculum to college curriculum. (DV, Simone Gers - Division Dean, Christal Albrecht - President)

Strategy 2.4

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

Completion Date: 30-Jun-2009

Assistant Vice Chancellor for Human Resources

Complete

2.4.1 Incorporate the August Developmental Education in-service into on-going professional development for all mathematics, reading, writing, and ESL faculty; broaden target audience to include Student Success (STU) faculty, counselors, and Learning Center staff.

Assistant Vice Chancellor for Human Resources

- 1 Incorporate the August Developmental Education in-service into on-going professional development for all mathematics, reading, writing, and ESL faculty; broaden target audience to include Student Success (STU) faculty, counselors, and Learning Center staff.

Response: Although the Downtown Campus has not incorporated the August Developmental Education in-service into ongoing professional development for all math etc. the Title V summer program has worked with all fulltime MAT, REA, WRT, ESL, World Languages, BIO and AST and some Counselors and Librarians in terms of effective ways to reach the Millennial generation student at all levels of subject matter. The group this summer was literally identified as the Basic Skills faculty group for the purposes of the grant program. (DC, H. Muir, VPI)

- 2 Designed and implemented annual college-wide professional development conference for Math, Reading, Writing, and ESL in August 2008. (DV, D. Aguilar, S. Hellman, Faculty; S. Gers, B. Wheeler, Division Deans)

2.4.2 Provide professional development activities throughout the semester for Developmental Education faculty.

Assistant Vice Chancellor for Human Resources

- 1 Offered two Teaching Innovation Forums on teaching reading strategies and teaching ESL students during Fall 2008 semester. (DV, L. Grimm, L. Rousos, Faculty)
- 2 Participate in college-wide developmental education professional development conference; activities, workshops, seminars for all dev faculty and staff. Faculty participated in College training in Fall 2008.(NW, D. Padgett)
- 3 Ensure that all advisors/counselors have up-to-date information and training in regards to dev ed students. Current information distributed via email, handouts and training sessions. (NW, S. Desjardin)
- 4 DC Title V has designed an ongoing professional development mentoring program for the aforementioned Basic Skills subject areas that will include working with faculty to retain developmental education students in their classes. (DC, WC, H. Muir and V. Cook, VPI)
- 5 WC Title V provides year to year professional development peer mentoring opportunities in the area of hands-on health-related simulation. (DC, WC, H. Muir and V. Cook, VPI)

- 6 The following professional development tools have been made available in the College's online professional development resource, ED: "Decimals and Percents"; "A Guide for the Adult Learner"; "Business Writing Essentials"; "Principles of Plain English"; "Writing Simply and Clearly"; "Modeling Critical Thinking Behavior", and many others. Specialized courses tailored to PCC employees have been developed and are offered, including "Instruction" and "Technology I and II". (DO, L. Wakefield, AVC for HR)

2.4.3 Provide professional development opportunities for Learning Center directors, possibly leading to certification.

Assistant Vice Chancellor for Human Resources

- 1 The following customized courses have been developed and are available in ED: "Library Services and Library Support." Specialized tools include "Disrupting Class" and "Making Instruction Work", among many others. (DO, L. Wakefield, AVC for HR)
- 2 DC Learning Center Directors have completed her Learning Assistance Center and Certified Tutoring Trainer certificate and can train/certify tutors. (DC, H. Muir, VPI)

Strategy 2.5

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

Completion Date: 30-Jun-2009

Vice Presidents of Student Development

Complete

2.5.1 Create and implement a system that requires students retaking courses to have mandatory advising prior to re-registering.

Vice Presidents of Student Development

- 1 Exploring the feasibility of the advising system to include a message via MyPima to be sent to students failing a developmental class to meet with a Retention Specialist or Advisor before re-registering for a class. This advising intervention will be folded into the Proactive Advising Campaign. A hold will be placed on the student's record until the mandatory advising session takes place. (All, VP Student Development)
- 2 Meeting with Developmental Education faculty. (All, VP Student Development)
- 3 Meeting with Retention Specialists (All, VP Student Development)
- 4 Researching systems used at other colleges for students re-taking developmental classes (All, VP Student Development)
- 5 An ad hoc Developmental Education Committee was established on September 11, 2008 and charged with developing a proposal to develop an alternative to semester-based developmental education program, research best practices and provide recommendations for developmental education program improvement at Pima Community College.

A Developmental Education Program Proposal was prepared and submitted to Dr. Suzanne Miles on December 1, 2008. The proposal includes national best practices and recommendations for implementing an effective developmental education program.

A standing Developmental Education and Retention Committee has been established by the Chancellor and is comprised of internal and external members, developmental education faculty, college administrators, representatives from student development, instructional faculty, and counselor and retention specialists. The charge to the committee is to review the activities and programs related to developmental education and retention at the College and recommend improvements to the Chancellor. (All, VPI)

2.5.2 Develop supplemental activities (workshops, self-paced, online) for students retaking Developmental Education classes.

Vice Presidents of Instruction, and Vice Presidents of Student Development

- 1 Student Success Modules, Tutoring, Study Skills Workshops, Meeting with faculty/and or counselors, online resources, Student Success classes, Success Plans, Orientation Modules (All, VP Student Development)
- 2 Offered a series of Brush Up Math Workshops for developmental education students. (D. Aguilar, Faculty, B. Wheeler, Division Dean)

- 3 An ad hoc Developmental Education Committee was established on September 11, 2008 and charged with developing a proposal to develop an alternative to semester-based developmental education program, research best practices and provide recommendations for developmental education program improvement at Pima Community College.

A Developmental Education Program Proposal was prepared and submitted to Dr. Suzanne Miles on December 1, 2008. The proposal includes national best practices and recommendations for implementing an effective developmental education program including recommendations for developmental education students retaking a developmental education course. Best practices include a freshman orientation course and supplemental activities that are effective in increasing retention and persistence.

A standing Developmental Education and Retention Committee has been established by the Chancellor and is comprised of internal and external members, developmental education faculty, college administrators, representatives from student development, instructional faculty, and counselor and retention specialists. The charge to the committee is to review the activities and programs related to developmental education and retention at the College and recommend improvements to the Chancellor.
(All, VPI)

2.5.3 Develop a Peer Mentor Program for Developmental Education students Vice Presidents of Instruction, and Vice Presidents of Student Development

- 1 VPs of SD recommend implementation of student ambassadors at welcome center (All, VP Student Development)
- 2 San Miguel high school students job shadow CC staff (All, VP Student Development)
- 3 An ad hoc Developmental Education Committee was established on September 11, 2008 and charged with developing a proposal to develop an alternative to semester-based developmental education program, research best practices and provide recommendations for developmental education program improvement at Pima Community College.

The recommendations include the development of a Peer Mentor Program and a Peer and Professional Tutor Program. A Developmental Education Program Proposal was prepared and submitted to Dr. Suzanne Miles on December 1, 2008. The proposal includes national best practices and recommendations for implementing an effective developmental education program.

A standing Developmental Education and Retention Committee has been established by the Chancellor and is comprised of internal and external members, developmental education faculty, college administrators, representatives from student development, instructional faculty, and counselor and retention specialists. The charge to the committee is to review the activities and programs related to developmental education and retention at the College and recommend improvements to the Chancellor.
(All, VPI)

2.5.4 Evaluate the effectiveness of these practices (2.5.1 - 2.5.3)

Vice Presidents of Instruction, and Vice Presidents of Student Development

- 1 An ad hoc Developmental Education Committee was established on September 11, 2008 and charged with developing a proposal to develop an alternative to semester-based developmental education program, research best practices and provide recommendations for developmental education program improvement at Pima Community College.

The proposal includes both an evaluative and summative analysis of the recommendations. A Developmental Education Program Proposal was prepared and submitted to Dr. Suzanne Miles on December 1, 2008. The proposal includes national best practices and recommendations for implementing an effective developmental education program.

A standing Developmental Education and Retention Committee has been established by the Chancellor and is comprised of internal and external members, developmental education faculty, college administrators, representatives from student development, instructional faculty, and counselor and retention specialists. The charge to the committee is to review the activities and programs related to developmental education and retention at the College and recommend improvements to the Chancellor.
(All, VPI)

Strategy 3.1

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

Completion Date: 15-Dec-2008

Provost and Executive Vice Chancellor

Complete

**3.1.1 Reorganize the leadership of Campus student service operations to have the student service lead Campus position (Vice President) directly report to a position within the Provost's Office.
Provost and Executive Vice Chancellor**

- 1 Supported the reorganization of student services with continued improvement of services and redesign of facilities. (NW, L. Morales, J. Worrall)
- 2 Leadership of Campus student service operations has been reorganized so that the Vice Presidents of Student Development report to the Vice Provost and Assistant Vice Chancellor of Academic Services. (DO, B. Murphy)
- 3 Supported M7 with implementing Exeter recommendations. Suzanne Desjardin served on Advising Intranet Committee; Rob Walkinshaw served on the Career Services Improvement Committee; and DeLisa Siddall served on the Financial Aid Improvement Plan Committee. (NW, S. Desjardin, D. Siddall, R. Walkinshaw)

**3.1.2 Create standardized communication avenues between the position in the Provost's Office and the Campus Presidents to maintain consideration of Campus specific initiatives and needs.
Provost and Executive Vice Chancellor**

- 1 Established, coordinated, and standardized communication mechanism with the VP of Student Development (M-7) to benefit the Student Services/Development staff in the transition process. Implemented the improved New Student Orientation program/system at the campus beginning April 29, 2009. Counseling faculty are the lead facilitators/designers. (WC, N. Sorenson, WC Vice President of Student Support Learning Services)
- 2 Implemented the improved New Student Orientation program/system at the campus beginning April 29, 2009, with Counseling faculty as the lead facilitators/designers. (WC, N. Sorenson, WC Vice President of Student Support Learning Services)
- 3 Communication avenues between the Vice Provost and Campus Presidents have been standardized and include dissemination of minutes of operational M7 meetings and one-on-one meetings between Campus Presidents and the Vice Provost and between Campus Presidents and the Vice Presidents of Student Development. (AVC and Vice Provost, Murphy)

Strategy 3.2

Reconfigure and update technology

Completion Date: 30-Jun-2009

Provost and Executive Vice Chancellor

Complete

3.2.1 Implement a functional Degree Audit Application and consider program structure development from external services.

Provost and Executive Vice Chancellor

- 1 Degree Audit Program (MyDegreePlan) implemented for use by trained counselors, advisors, and degree checkers. Degree Audit Program will go live for students August 26th. (DO, Miles, Provost and EVC)

3.2.2 Build a tutorial to assist students with running and interpreting the Degree Audit through self-service.

Provost and Executive Vice Chancellor

- 1 Tutorial to assist students in use of MyDegreePlan under development. (DO, Miles, Provost and EVC)

3.2.3 Reconfigure various Banner processes to utilize updated functionality.

Provost and Executive Vice Chancellor

- 1 Banner processes have been reviewed, with three processes now in Workflow and several in the queue for Workflow development. (DO, Miles, Provost and EVC)
- 2 Students are being notified of class cancellations or changes through MyPima e-mail. (DO, Miles, Provost and EVC)

3.2.4 Make self-service the standard by which transactional activities are completed by students.

Provost and Executive Vice Chancellor

- 1 Self-service process implemented on all campuses. (DO, Miles, Provost and EVC)
- 2 All campuses to have open space with banks of computers and printers for student self-serve. (All, VP Student Development)
- 3 Self-help tutorial cards developed and distributed to all campuses. (All, VP Student Development)

3.2.5 Implement Workflow and evaluate whether external services would expedite and be a cost effective approach to setting up workflows.

Provost and Executive Vice Chancellor

- 1 Workflow implemented for veterans benefits, transcript requests, and tuition assessment forms. (DO, Miles, Provost and EVC)

3.2.6 Review screen access permissions by staff level and methodology by which access is granted.

Provost and Executive Vice Chancellor

- 1 Banner student module access (security) was analyzed across all student services areas and completely restructured to enhance security and simplify approval process. A role-based permission schema and paperless approval process has been implemented, along with a redesigned request form. (DO, M. Tulino, Registrar)

3.2.7 Expand the definition of 'student' across the College to include serving the needs of the credit, clock-hour and non-credit students at all locations.

Provost and Executive Vice Chancellor

- 1 Admissions for Adult Basic Education, Non-credit, and Center for Training and Development students in process of standardization. (DO, Miles, Provost and EVC)

Strategy 3.3

Configure an employee intranet to address communication and training

Completion Date: 15-Dec-2008

Provost and Executive Vice Chancellor

Complete

3.3.1 Configure an Information Bank searchable by alpha structure and keyword entry, as well as utilize 'push' technology to notify designated staff of categories of events and information.

Provost and Executive Vice Chancellor

- 1 The initial phase of programming for an employee intranet (InfoBank) within MyPima will be configured by 12/15. This phase includes hierarchical navigation and search engine integration. Push technology, via MyPima Groups, will allow Student Services administrators to communicate with staff. M-7 is working with staff in various student services units to develop content for the intranet. Deployment of the InfoBank is contingent upon implementation of the Luminis 4 platform and content delivery. (AVC Marketing, Howell)

3.3.2 Set up regular reports to evaluate usage of the Information Bank by all employees.

Provost and Executive Vice Chancellor

- 1 Web Systems staff have developed a methodology for logging InfoBank activity and capturing data. Once the databank is in production, we will begin collecting data and producing monthly reports. (AVC Marketing, Howell)

3.3.3 Establish process to keep Information Bank current on a daily basis.

Provost and Executive Vice Chancellor

- 1 The InfoBank utilizes the web content management system to edit or upload content. Authorized subject experts will have access to update InfoBank documents and web pages daily using this system. (AVC Marketing, Howell)

3.3.4 Establish an online training site for employees, on which specific position training tutorials may be placed.

Provost and Executive Vice Chancellor

- 1 The AVC of Human Resources and Director of Web Systems have agreed that online classes and tutorials will be placed in the appropriate section of the College's Employee Development system. Procedure manuals and desk aids will be placed in the appropriate section of the InfoBank. (AVC Marketing, Howell)
- 2 All student development department intranet pages will include a training and procedures manual. (All, VP Student Development)

3.3.5 Update, standardize and maintain Standard Practice Guides (SPGs) for all student related processes, incorporating redesigned process flows. Provost and Executive Vice Chancellor

- 1 Standard Practice Guides (SPGs) for all student-related processes have been identified and are in various stages of being updated and maintained. (AVC and Vice Provost, Murphy)

3.3.6 Evaluate methods to streamline the SPG development and maintenance process. Provost and Executive Vice Chancellor

- 1 The Provost's Office is evaluating methods to streamline the SPG development and maintenance process through a system of periodic review. (AVC and Vice Provost, Murphy)

3.3.7 Maintain previous College catalog versions for reference. Provost and Executive Vice Chancellor

- 1 PDF files of 5 previous catalogs are available via a channel in MyPima. Once the InfoBank has been deployed, these files will move into the InfoBank. (AVC Marketing, Howell)

3.3.8 Develop an evaluation mechanism by which to measure effectiveness of intranet tool. Provost and Executive Vice Chancellor

- 1 Effectiveness of intranet tool will be measured by recording the number of visits and using surveys developed by Planning and Institutional Research. (AVC and Vice Provost, Murphy)
- 2 The Director of Web Systems and the Executive Director of Planning and Institutional Research met on December 11th, 2008, to discuss an evaluation mechanism to measure the effectiveness of the Information Bank. It was decided that the best approach would be to survey users shortly after the deployment of the InfoBank, and to follow up with an additional survey after one year. As the InfoBank will initially target Student Services documents, the effectiveness survey will be incorporated into Action Item 3.4.9. When documents for other areas become available, the effectiveness survey will be sent out to all employees. (Glogoff/Richmond)

Strategy 3.4

Implement a student services center approach on all Campuses

Completion Date: 30-Jun-2009

Provost and Executive Vice Chancellor

Extended

3.4.1 Create a college-wide team to direct the business transformation objectives.

Provost and Executive Vice Chancellor

- 1 Various members of the Provost's staff, including the Vice Provost, the AVC for Student Services, the Provost's Senior Assistant, and the Registrar, have worked with the Vice Presidents of Student Development to ensure that the business transformation objectives are consistent College-wide. (DO, Miles, Provost and EVC)

3.4.2 Complete any physical restructuring necessary to implement the 'Student Services Center' approach.

Provost and Executive Vice Chancellor

- 1 Physical restructuring that will aid in the full implementation of the "Student Services Center" approach is underway on all campuses and is scheduled for completion in October. (DO, Miles, Provost and EVC)
- 2 Proposal of campus redesign accepted and approved. Campus floor plans designs discussed with AVC for facilities. (All, VP Student Development)
- 3 Architect assigned to M7 group. (All, VP Student Development)

3.4.3 Develop a seamless admissions process.

Vice Presidents of Student Development

- 1 Increased staff training. (All, VP Student Development)
- 2 Admissions and registration of non-credit students at all campuses. (All, VP Student Development)
- 3 U of A math students assessed, admitted, registered over two-day period to coincide with their orientation. (All, VP Student Development)
- 4 Online admissions available (enhancements needed). (All, VP Student Development)

3.4.4 Expand student service processes in a variety of modalities.

Vice Presidents of Student Development

- 1 Online admissions / registration available. MyPima allows for 24/7 access. (All, VP Student Development)
- 2 Online courses switch to Blackboard Vista enhanced services. (All, VP Student Development)
- 3 Live Chat provides students the opportunity to ask synchronous advising and financial aid questions each week implementing automated student email notifications for a variety of student service-related functions (transcript requests, TAFs, veterans welcome). (All, VP Student Development)

- 4 Established, coordinated, and standardized communication mechanism with the VP of Student Development (M-7) to benefit the Student Services/Development staff in the transition process. Implemented the improved New Student Orientation program/system at the campus beginning April 29, 2009. Counseling faculty are the lead facilitators/designers. (WC, N. Sorenson, WC Vice President of Student Support Learning Service)
- 5 Implemented the improved New Student Orientation program/system at the campus beginning April 29, 2009, with Counseling faculty as the lead facilitators/designers. (All, VP of Student Development)

3.4.5 Implement the proposed 'Student Services Center' changes at all Campus and center locations. Provost and Executive Vice Chancellor

- 1 Student Services concept proposal accepted. Met with VC for IT, AVC Marketing, Webmaster, and Registrar to develop redesign implementation plan. (All, VP Student Development)
- 2 "Student Service Center" changes have been implemented at all campuses and centers, with student self-service being the cornerstone of the approach. (DO, Miles, Provost and EVC)
- 3 All campuses have moved to the welcome desk/triage model. Physical renovation will ensure consistent signage and recognizable student services center. (DO, Miles, Provost and EVC)

3.4.6 Make changes to process flows in all services as prescribed, and outlined in updated SPGs. Provost and Executive Vice Chancellor

- 1 All students are welcomed upon arrival. (DO, Miles, Provost and EVC)
- 2 Students are being triaged to ensure that those with transactions that will take a minimum amount of time are seen quickly. (DO, Miles, Provost and EVC)
- 3 Students who need further assistance are referred to staff for walk-in help or an appointment if necessary. (DO, Miles, Provost and EVC)

3.4.7 Form a task force to coordinate implementation of recommendations from the Financial Aid Services Review, and address the following Financial Aid issues: Institutional Student Information Record (ISIR) processing, verification item processing, Campus responsibilities and coordination, Banner screen access, tuition deferment, bookstore payment, work study process, and scholarship process. Provost and Executive Vice Chancellor

- 1 Financial aid Task Force formed to coordinate implementation of recommendations from the Financial Aid Services Review. (DO, Miles, Provost and EVC)

- 2 A new verification process has been developed by financial aid staff to ensure compliance and consistency among all personnel. (DO, Miles, Provost and EVC)
- 3 Federal Work Study has been revamped. A federal work study website has been put into place to maintain all available positions.(DO, Miles, Provost and EVC)
- 4 Financial aid is in the queue for workflow development. (DO, Miles, Provost and EVC)
- 5 Members of M7 serve on FA task force and subcommittee teams to develop plans to implement FAS review. (All, VP Student Development)

3.4.8 Review and reconfigure use of student record holds.

Provost and Executive Vice Chancellor

- 1 Begun the process of reviewing the 97 holds currently in the system. Currently:
 - a) Identify the purpose of each hold
 - b) Identify which holds are currently being used
 - c) Identify which holds are redundant

Identify how students are made aware of the hold and how they can resolve the hold recommendations on what to do with each hold (i.e., remove, combine with others, develop a new hold, provide a better description on how to resolve, etc.).
(All, VP Student Development)
- 2 A thorough review of holds has been conducted, resulting in the elimination of some outdated holds. Effective September, advising holds will no longer be placed automatically. (DO, Miles, Provost and EVC)

3.4.9 Develop an evaluation mechanism by which to measure effectiveness, accuracy, usefulness, and satisfaction with redesigned services.

Provost and Executive Vice Chancellor

- 1 Satisfaction with redesigned student services will be assessed through MyPima. (DO, Miles, Provost and EVC)

Strategy 3.5

Improve staff training in student services

Completion Date: 30-Jun-2009

Provost and Executive Vice Chancellor

Extended

**3.5.1 Create online training modules which include job tasks and responsibilities for each functional area, as well as Banner module-specific competencies.
Provost and Executive Vice Chancellor**

- 1 Intranet content for information and training in functional areas has been developed and will be uploaded by 9/15. (DO, Miles, Provost and EVC)

**3.5.2 Construct online training tutorial for using the employee intranet for all employees.
Provost and Executive Vice Chancellor**

- 1 Staff will be assessed upon completion of training. (DO, Miles, Provost and EVC)
- 2 All student development staff will be trained on how to use the intranet. (All, VP Student Development)

**3.5.3 Develop and implement methodology by which all training tutorials are maintained and updated to stay "current".
Provost and Executive Vice Chancellor**

- 1 All student development intranet sites will be assigned to administrators for ownership and writers and editors will be assigned for each site. (All, VP Student Development)
- 2 Vice Presidents of Student Development will ensure that training tutorials are maintained and updated to stay current. (DO, Miles, Provost and EVC)

**3.5.4 Create a system by which refresher training is provided and monitored for employees.
Provost and Executive Vice Chancellor**

- 1 The Student Services Managers will be responsible for ensuring that training is current for all employees. (DO, Miles, Provost and EVC)

Strategy 4.3

Expand and develop community connections

Completion Date: 15-Apr-2009

Presidents

Complete

4.3.1 Expand and enliven outreach activities to established service areas and to inadequately-served remote locations. Assistant Vice Chancellor for Student Services, and Vice Presidents of Student Development

- 1 NW and WC work with CC to offer Pima for Kids in Summer 08 and 09. (NW, WC, CC, D. Padgett, V. Cook and N. Russell, VPI)
- 2 WC's administrative team established course offering information and enrollment services to Ajo High School in a series of visits during 08 and 09. (WC, V. Cook, VPI)
- 3 Offered Fall and Spring courses in Oro Valley with no enrollments. Offered five courses in the Fall with three courses running with small enrolments; in the Spring offered courses with only 1 course going with small enrollments. (NW, D. Padgett, VPI)
- 4 Ongoing Downtown Campus administration of the HUD funded Education for Economic Empowerment (EEE) program. This program worked for over three years in the Empowerment Zone of Tucson in which it trained 92 students in family finance, home maintenance, personal, educational and employment skill building. A last group with approximately 20 students will run through the summer of 2009. The training took place in neighborhood centers which helped establish a true outreach relationship between the service area and the Downtown Campus. (DC, Harry Muir, VP of Instruction)
- 5 Downtown Campus established a Service Area outreach team. The team first met on 2/17/2009, and will focus on achieving the related college plan areas in the Downtown Campus Service Area. The team's first activities will focus on the development of a comprehensive plan. (DC, Harry Muir, VP of Instruction)
- 6 Dual Enrollment programs expanded to include Occupational Education Dual Enrollment. Originally dual enrollment was only offered in a few academic subject areas, but after the redesign of Tech Prep articulations in the occupational areas it opened the door for dual enrollment to naturally follow. Last year we had 585 students in occupational dual enrollment and the final number for this could more than double that. (DC, Harry Muir - VP of Instruction)
- 7 Apprenticeship training sessions provided in ITE division subject areas off and on campus. Some apprenticeship classes are held here on campus, others are held at remote locations arranged for by the particular apprenticeships. We also have "contract-instruction" arrangements, for example the classes running at Fred Acosta Job Corp. (DC, Harry Muir - VP of Instruction)
- 8 Foster Care Youth Mentoring Program working with DES, In My Shoes, Inc., Juvenile Court System. Activities include connecting foster care youth with mentors at Pima Community College Downtown Campus (Counselors) who will assist them as they pursue post secondary interests. This program works directly with community partners to improve the student success of this population of low income, underprepared, and generally first generation college students. (DC, Harry Muir - VP of Instruction)
- 9 The Mature Worker Connection Employer Certificate Training Workshops target senior citizens 50 years and older who are looking to re-enter or enter the workforce for the first time. There was direct involvement with community business. (DC, Harry Muir - VP of Instruction)

- 10 Downtown Campus is actively developing short programs specifically for re-training displaced workers, unemployed people, and youth. The short nature of these programs is being driven by the Economic Stimulus funding, the need to quickly expend those funds and the urgency of retraining workers. (DC, Harry Muir - VP of Instruction)
- 11 Ongoing Downtown Campus involvement with the local neighborhoods through the Oracle Area Redevelopment Plan project. This is a City of Tucson Urban Planning project that will develop a comprehensive plan for the DC area neighborhoods by the end of 2009. DC staff serve on both the Citizen's Steering Committee (CSC) and the Technical Advisory Team for the project. CSC meetings are held in the Amethyst community room at DC. (For more information see http://www.tucsonaz.gov/planning/prog_proj/projects/oracle/index.html) (DC, Jason Brown - Executive Assistant to the Downtown Campus President)
- 12 Downtown Campus staff has been actively involved in the creation of a Business association for the areas adjacent to the campus. The Gateway Business Alliance mission is "to be a positive, all-inclusive force in generating a healthy, viable prosperous and safe business and community environment in the greater Tucson area." DC Staff serve on the Business Assistance and Education subcommittee. The DC is considered such an important partner it is the only entity in the area identified on the GBA boundary map. (For more information see http://www.tucsonaz.gov/planning/prog_proj/projects/oracle/business.html) (DC, Jason Brown - Executive Assistant to the Downtown Campus President)
- 13 Northwest Campus will work with Community Campus to offer 15 Pima for Kids in Summer 09 and more Community Education courses in fall and spring. Pima Kids courses are being offered in Summer 09 and Community Education courses including GED courses have been offered every semester. (NW, P. Houston)
- 14 Explored offering credit courses to the Village of Catalina. Offered STU Progress class Fall 08 with no enrollments. Will continue to explore other course options.(NW, P. Houston, D. Rodriguez-Pitel)
- 15 Community outreach expanded to tribal entities, neighborhood associations, and community organizations such as Pascua Yaqui Tribal education programs, First Things First Regional Partnership Council, San Xavier Educational Center, C.E. Rose Family Center Progress class, Midvale Park Neighborhood Association, Sol Casinos, Tohono O'Odham Nation Scholarship Program, Native Education Alliance, Tucson Indian Center, Southwest Family Center. (DV, Marilyn Sando - Outreach Coordinator)
- 16 Program provides outreach activities that promote PCC programs and activities to HS/MS students, their parents and respective school representatives. (DV, Hector Acosta - Educational Talent Search Program)
- 17 WC Vice President of Student Support Learning Services provided leadership for the development of a Dia de los Muertos program in collaboration with El Centro Cultural de los Americas; 2) GEAR-Up; 3) Cholla, Pueblo and Desert View High Schools and WC History and Humanities faculty. (WC, N. Sorenson, WC Vice President of Student Support Learning Services)
- 18 Toured Southern Az Mental Health Center and Marana Behavioral Health. (NW, S. Desjardin, Campus Counselors)
- 19 Visited service area providers for counseling referrals; created list for campus counselors for referral by specialty. (NW, S. Desjardin, A. Dorsey)

- 20 East Campus representatives attended a Workforce Investment Act (WIA) Resource Fair at the Pima County One Stop to inform County caseworkers and selected students about occupational and academic programs. (EC, C. Fugett, President)
- 21 A Speaker's Bureau featuring staff and faculty from the East Campus was developed and is available to eastside community organizations. (EC, C. Fugett, President)
- 22 East Campus held a "Get Ready for College" program for the parents of Upward Bound Students and the parents of approximately 60 out-of-county high school graduating seniors. (EC, C. Fugett, President)
- 23 The Trio (Talent Search, Upward Bound) and Gear-Up Programs serve underrepresented populations, specifically first generation college students (middle and high school) and low income families. (All, VPs of Student Development)
- 24 Campus administration is going out and introducing PCC to agencies, businesses and homeowner associations. (All, VPs of Student Development)
- 25 The East Campus has utilized classroom space in the UA's Science and Technology Park to offer classes to the over 7,000 workers who are employed there. (EC, C. Fugett, President)
- 26 East Campus had an outreach table staffed all day at Vail Pride Day, held at the Pima County Fairgrounds. (EC, C. Fugett, President)
- 27 A group of mathematics students from Cananea, MX were hosted and toured by East Campus Mathematics Faculty. (EC, C. Fugett, President)
- 28 College Recruiters have a database of numerous outreach activities that includes information on type of activity, date, number of contacts, and general comments/appraisal of event. (All, VP Student Development)
- 29 The Trio (Talent Search, Upward Bound) and Gear-Up Programs serve underrepresented populations, specifically first generation college students (middle and high school) and low income families. (All, VP Student Development)
- 30 Campus administration is going out and introducing PCC to agencies, businesses and homeowner associations. (All, VP Student Development)
- 31 During non-peak periods Advisors provide outreach services to assigned high schools. (All, VP Student Development)
- 32 Dual enrollment classes are offered at remote county high schools such as Sahuarita, Empire, Tanque Verde, Marana, Mountain View, among others. (All, VP Student Development)
- 33 PCC Advising office established at the UA Science and Technology Park and courses are also offered on site. (All, VP Student Development)
- 34 Vail Classified Academy established for V.U.S.D. employees to take PCC classes. (All, VP Student Development)
- 35 Student Success classes are arranged for the three charter high schools under the Chicano Por La Causa (CPLC) umbrella with students taking STU100 and STU109A. (All, VP Student Development)
- 36 High school recruitment visits include numerous high schools outside of Pima County, such as, Yuma, the Hopi, Navajo Reservations, and the counties of Pinal, Santa Cruz, Yavapai, Cochise, Gila and Maricopa. (All, VP Student Development)
- 37 G.E.D. and PCC assessments are offered in Ajo, Az. (All, VP Student Development)

- 38 The College Recruiter visits schools in the Tohono O'Odham Nation. (All, VP Student Development)
- 39 Employer census defined for the purpose of creating a priority list for outreach. (All, VP Student Development)
- 40 Employee speaker's bureau is being developed. (All, VP Student Development)
- 41 Outreach through the Occupational Program areas is expanding with new opportunities through Occupational Dual Enrollment and JTED. (All, VP Student Development)
- 42 Services are offered to Casino Del Sol employees through a recently implemented outreach activity. (All, VP Student Development)
- 43 Center for Training and Development began a program to offer business and office training on-site at the Pascua Yaqui TANF (Temporary Assistance for Needy Families) Program, helping families move off welfare to become self supporting, contributing members of their community. (All, VP Student Development)
- 44 Delivered the Early Childhood Education Program to Pascua Yaqui on-site at the reservation; Delivered Dual Enrollment Tech Prep to Rio Rico and Nogales; Delivered Dual Enrollment and evening courses to Sahuarita High School; Delivered a newly developed JTED-Dual Enrollment-Tech Prep Collaborative Aviation Program for Sahuarita and Sunnyside; Held several meetings for Math Curriculum Alignment with Sunnyside Unified School District. (DV, Shanna Kukla, Simone Gers, Kate Schiefen, Christal Albrecht)
- 45 Quarterly visits to the Western Pima County Community Council in Ajo, Arizona to report on PCC and WC activities and opportunities. (WC President, Albert)
- 46 Established regular schedule of GED testing in Ajo Arizona, in partnership with the Ajo School District and the International Sonoran Desert Alliance. (WC President, Albert)
- 47 Starting May, 2008 Established quarterly visits to the Western Pima County Community Council in Ajo, Arizona to report on PCC and WC activities and opportunities. (WC, L. Albert, President)

**4.3.2 Develop multi-discipline, personal interest 'Pima Sampler' course modules for local businesses, community organizations, and special interest groups.
Vice Presidents of Instruction**

- 1 Planned non-credit computer training for parents of SUSD students who received laptop computers through the Digital Advantage Program. Scheduled Pima for Kids offerings for Summer 2009 at Desert Vista Campus. (DV, Christal Albrecht - President, Ted Roush - VP Instruction)
- 2 The Handy man certificate is a group of BCT classes that prepare the student to sit for licensure exams in the Home Maintenance & Repair category. There are actually a series of these licenses. Students may continue in additional grouped course sequences to prepare them to sit for the respective licensure examinations. These course groupings were developed as a direct response to a need stated in the community. (DC, Harry Muir - VP of Instruction)

- 3 CC and DC administration provided information to Pima County One Stop personnel to increase their awareness of PCC offerings when discussing educational opportunities with One Stop clients. This information emphasized PCC's ability to offer alternative schedules, customized courses and non-traditional offerings. (CC, DC, N. Russell and H. Muir, VPI)
- 4 PCC Community Education (CE) has broadened its scope beyond personal enrichment courses. In conjunction with the Workforce and Business Development (WBD) staff, CE and WBD are marketing and offering a wider variety of courses, including professional development, business development, IT courses, and continuing education units in some disciplines. More courses are slated for development. (CC, N. Russell, VPI)
- 5 CC administration has met with administrators and staff at other campuses to provide assistance in the development, scheduling and student registration for non-credit and continuing education classes. (CC, N. Russell, VPI)
- 6 In response to student interest, the EC created links to a Holocaust course offering. (EC, C. Fugett, President)

4.3.3 Strengthen employee motivation and participation in community activities by providing flexible work schedules for designated community service days. Vice Chancellor for Community Relations and Institutional Outreach

- 1 Employees volunteered for the United Way Day of Caring, Pima Alumni Zoo Lights, and ACES BBQ. (DV, L. Hock, Program Manager; M. Sando, J. Carbajal, Outreach Coordinators; D. Shaffer, Director of IT)
- 2 Both East Campus exempt and non-exempt staff participated in the ACES BBQ for Our Troops, which raised money for Christmas baskets for families of our service men and women overseas. (EC, C. Fugett, President)
- 3 EC staff participated in a Volunteer Day at the Community Food Bank. (EC, C. Fugett, President)
- 4 The East Campus formed teams to have a presence at the UA Cancer Walk and PCC's Athletes Walk. (EC, C. Fugett, President)
- 5 East Campus faculty and staff were actively involved in two AVIVA Family and Children's Services drives the School Supplies Drive sponsored by Staff Council, and the Toy Drive sponsored by the Department of Public Safety. (EC, C. Fugett, President)
- 6 An EC representative participated in both the "Sun Riders Toy Run" and the Red Crosses' "Ride for the Red". (EC, C. Fugett, President)
- 7 A large group of East Campus staff took part in the United Way's Day of Caring. (EC, C. Fugett, President)

8 Summary of United Way Day of Caring and Campaign
United Way Campaign (October)

The Pima family supports various non-profit organizations; however, the United Way campaign is one of our largest district-wide fundraising efforts for the community. College Events is the headquarters for the campaign and oversees all the campus campaigns, receives all the pledge forms, calculates giving and formulates reports. All campus representatives' report to the College Events Coordinator and provides the status of their campaign. In 2008-09 campaign, we raised more than \$33,054 district-wide.

More than 100 employees (district-wide) participated in United Way's Day of Caring. Day of Caring gives employees an opportunity to spend their workday or a Saturday on volunteer projects
(DO, Ramirez, VC Community Relations and Institutional Outreach)

4.3.4 Enhance community liaisons with strong public visibility through College-hosted open houses, competitions, or clinics.

Assistant Vice Chancellor for Academic Services and Vice Provost, and Assistant Vice Chancellor for Student Services

- 1 The Advanced Program Manager from the East Campus was the keynote speaker for Tucson Accelerated High School's graduation ceremony. (EC, C. Fugett, President)
- 2 The East Campus hosted meeting for the Pima/Santa Cruz Tech Prep Leadership. (EC, C. Fugett, President)
- 3 Hosted Greater Tucson Leadership class on arts and culture with theme "Arts Education in Tucson." PCC Fine Arts and Creative Writing programs were spotlighted. (NW, P. Houston, M. Duwell)
- 4 Outreach presentation by WC Division Dean of Science and Technology at Tucson High International Teachers Workshop "Globalizing Your Classroom" 11/17/2008. (WC, M. K. Gilliland WC Division Dean Science and Technology)
- 5 WC Music Department hosted Music Teachers National Assn., Tucson Chapter, scholarship auditions at the Center for Fine Arts on December 6, 2008. (WC, D. Lammers, WC Division Dean Arts Communication and Humanities, M. Nelson, WC Music (MUS) Dept. Chair)
- 6 Hosted community open house on April 6, 2009 at WC Dental Clinic; attendees were Advisory Committee members for the 3 Dental Studies programs, alumni of the programs, and members of the dental professional community. (WC, J. Gillis, WC Division Dean Health Related Science and Fitness)
- 7 Hosted the national Certified Dental Technician (CDT) examination May 8-9, 2009, in partnership with Tucson Prosthodontics. (WC, J. Gillis, WC Division Dean Health Related Science and Fitness)
- 8 Safe Halloween XI, held on the East Campus, attracted hundreds of community members to the campus. (EC, C. Fugett, President)
- 9 The EC's highly publicized Sculpture-On-Campus III opening was a huge success with a large community contingent in attendance. (EC, C. Fugett, President)

- 10 The East Campus Art Department curates rotating art shows in the Clements Fitness Center. (EC, C. Fugett, President)
- 11 The East Campus offered student testing for the National Association of Board Certified Electrical Practitioners (NABCEP) qualifying exam. (EC, C. Fugett, President)
- 12 Center For Arts September 13, 2008 children's play "1000 Cranes" included Japanese cultural activities; attended by over 100 children and family members; 1500 public school children attended the play. (WC, D. Lammers, WC Division Dean Arts Communication and Humanities)
- 13 A Community Open House was held on April 6 2009 at the WC Dental Clinic; attendees were Advisory Committee members for the 3 Dental Studies programs, alumni of the programs, and members of the dental professional community. (WC, J. Gillis, WC Division Dean Health Related Science and Fitness)
- 14 The national Certified Dental Technician (CDT) examination was hosted by the WC Dental Clinic on May 8-9, 2009, in partnership with Tucson Prosthodontics. (WC, J. Gillis, WC Division Dean Health Related Science and Fitness)
- 15 The WC co-sponsored the "Rallying the Village" event with the primary emphasis on February 22, 2009, in conjunction with many African-American organizations with over 200 participants. (WC, N. Sorenson, WC Vice President of Student Support Learning Services)
- 16 Hosted a campus 5-year celebration and community open house on November 8, 2008 with approximately 400 participants. (NW, P. Houston, C. Strom, A. Conover, D. Rodriguez-Pitel, J. Wilhelmsen)
- 17 Hosted the Greater Oro Valley Arts and Cultural Festival on March 14 & 15, 2009. (NW, D. Rodriguez-Pitel)
- 18 Strengthened community partnerships by participating in Multi-Chamber Expo, and other Chamber and Rotary events. (NW, S. Lee, L. Morales, D. Padgett, D. Rodriguez-Pitel)
- 19 Participated in the NW-YMCA events, such as Trunk or Treat, Tree Lot sale, and Healthy Kids Day. (NW, R. Rojas, D. Padgett, T. Hastings-Kibler)
- 20 Participated in K-12 events, such as Pima County Academic Decathlon held at Marana High School in February 2009. Hosted HS Principal & Counselor Breakfast in December 2008. (NW, A. Conover, R. Rojas, D. Padgett, D. Rosriguez-Pitel)
- 21 Hosted Career Fair on October 15, 2008; Hosted Aviation Building Dedication and Open House October 17, 2008; Offered 3 Aviation Open Houses throughout fall 2008; Hosted the Aircraft Owners /and Safety Association meeting fall 2008; Hosted First things First Regional Council Meetings throughout fall 2008; Hosted SAZAEYC Meetings throughout fall 2008; Hosted a luncheon for Superintendents and Principals for the Desert Vista Service Area fall 2008. Hosted Early Childhood SWOT analysis as part of program review. Hosted First Things First Award Ceremony March 2009. Hosted TEACH Scholarship Workshop April 2009. (DV, Evelyn Martinez - Counselor, Christal Albrecht - President, Simone Gers, Kate Schiefen - Division Dean)
- 22 The DV Student Government worked with the American Red Cross to two 2-day blood drives this year on the following dates 10/1/08, 10/2/08, 3/3/09, 3/4/09 (DV, Matt Matera - Student Life Coordinator)

- 23 The DV Student Government continues its partnership with Tucson Clean & Beautiful by cleaning up Calle Santa Cruz on these dates 10/10/08, 11/14/08, 2/13/09, 3/13/09. (DV, Matt Matera - Student Life Coordinator)
- 24 11/21 "Principal's Breakfast" for WC Service Area principals and teachers. Presentations by Dr. Lou Albert and Nancee Sorenson (WC, Sorenson)
- 25 Hosted Career Fair on October 15, 2008; Hosted Aviation Building Dedication and Open House October 17, 2008; Offered 3 Aviation Open Houses throughout fall 2008; Hosted the Aircraft Owners /and Safety Association meeting fall 2008; Hosted First things First Regional Council Meetings throughout fall 2008; Hosted SAZAEYC Meetings throughout fall 2008; Hosted a luncheon for Superintendents and Principals for the Desert Vista Service Area fall 2008. (DV, Evelyn Martinez, Christal Albrecht, Simone Gers, Kate)
- 26 NW hosted a campus 5-year celebration and community open house on November 8, 2008 with approximately 400 participants. (NW, D. Padgett, VPI)
- 27 WC hosted a series of three evening clinic/lectures on wellness with local health-care providers as guests. (WC, V. Cook, VPI)
- 28 Hosted the Greater Oro Valley Arts and Cultural Festival on March 14 & 15, 2009, with approximately 20,000 participants. (NW, D. Padgett, VPI)
- 29 Foster Care Youth Open Houses and Community workshops. Pima Community College Downtown Campus and the Arizona Commission for Postsecondary Education partnered with the Arizona Department of Economic Security Young Adult Program to present a kickoff event for foster youth nearing the end of high school. The event started with pizza and soft drinks, and included games, presentations and goodie bags full of information on attending college. The evening was highlighted by talks from Rhonda Jeffers, herself a foster child; Representative David Bradley; and Dr. April Osborn of the Arizona Commission for Postsecondary Education. The partnership is a yearlong collaboration and future events are in the works. (DC, Harry Muir - VP of Instruction)
- 30 Business and Industry Open-House to allow business representatives to come and look at our programs and labs. Also invited high school students to come visit the programs/labs and talk with industrial representatives. Open house was held 3/27/09. (DC, Terry Forster)
- 31 Downtown Campus will host the Third Annual Mathematics competition for High School Freshmen and Sophomores. This event invites teams of six students to compete in mathematics. The students also receive a tour of the Downtown Campus, and their Teachers get a one-hour mathematics related professional development session led by our faculty. This activity has included 11-15 High School teams each year. (DC, Jason Brown - Executive Assistant to the Downtown Campus President)
- 32 Downtown Campus hosts numerous events for outside entities. The Amethyst and Copper rooms are used by the community on a nearly daily basis. Additional details are included in an archived document in TracDat. (DC, John Carroll - Campus Director of Administrative Services)

- 33 Mature Worker Connection Community Workshops. The Mature Worker Connection job seeker workshop targets senior citizens 50 years and older who are looking to re-enter or enter the workforce for the first time. The workshop content is focused on preparing the senior worker (Mature Worker) for seeking, securing and maintaining a position in today's workforce. The Mature Worker Connection Employer Certificate program is a program for employers to learn how to create a Mature Worker friendly work environment. The noncredit workshops have been offered at the Downtown Campus and at the District and both curriculums had my involvement in terms of their development and implementation. (DC, Harry Muir, VP of Instruction)
- 34 EEE workshops were featured on KUAT TV as well as in the local newspaper. One of the features of this program was a service project chosen by each group of students. This varied from creating food baskets for the needy in the neighborhood, to public property cleanup activities to murals on neighborhood center buildings. All have helped enhance Pima's presence in a long-term way in this service area. (DC, Harry Muir - VP of Instruction)
- 35 Upward Bound Program at Downtown Campus is a federally funded Trio program that prepares disadvantaged high school students to succeed in life by succeeding in school. Preparation includes the provision of tutoring and courses/workshops in academics, career exploration, test preparation, cultural activities, foreign languages, financial literacy, and community service. To achieve these goals, college staff work closely with local high schools, businesses, and agencies to provide the opportunities previously described. Downtown Campus' Upward Bound Program serves three area high schools and an inadequately served population of students representing low income, underprepared, first generation college students. (DC, Dan Wright)
- 36 Sculpture on Campus Project implemented to bring artists' work from Arizona and beyond for public display at campus, includes artists' lectures led by ART faculty Joe Dal Pra, (WC, D. Lammers, WC Division Dean Arts Communication and Humanities; V. Cook, WC VP of Instruction)

4.3.5 Develop a comprehensive, imaginative and assertive outreach for senior citizens by offering non-credit, pass-fail, or low-credit course options, tailored to their needs.

Assistant Vice Chancellor for Academic Services and Vice Provost, and Assistant Vice Chancellor for Student Services

- 1 WC placed three individuals in campus positions from the Pima Council on Aging Mature Workers program. (WC, V. Cook, VPI)
- 2 Due to high enrollment, WC added two sections of Senior Fitness to the spring 2009 schedule. (WC, V. Cook, VPI)
- 3 Scheduled courses appealing to Senior Citizen's for Summer 2009 to be offered at Desert Vista Campus. (DV, Christal Albrecht - President, Ted Roush - VP Instruction)
- 4 Planned Senior Citizen's course offerings for Summer 2008. (DV, Christal Albrecht, Ted Roush)
- 5 Worked with Pima Council on Aging with the Mature Worker program in the Towns of Oro Valley and Marana. (NW, P. Houston, S. Lee, D. Padgett)

- 6 Increased visibility with senior communities by offering speaker's bureau opportunities. (NW, D. Padgett, D. Rodriguez-Pitel)
- 7 The College has been designated as a friendly employer to mature workers by the Governor's Office, see attached copies of certificates and letters. The Chancellor created a working group that assisted in developing non-credit courses tailored to the needs of mature workers. The courses developed were: 1) Job Search Workshop and 2) Mature Worker Friendly employer training. Eighty-one Arizona employers attended the pilot training course and provided feedback on the efficacy of the course. Forty mature workers attended the Job Search Workshop and provided an evaluation feedback of 3.86 on a 4.0 scale.
A partnership was established with the Pima Council on Aging (PCOA) Mature Workers Connection to assist the College in identifying and registering eligible senior citizens. See report (inserted below) from Mature Workers Connection Director, Mr. Roger Forrester.
(DO, R. Ramirez, VC for Community Relations and Institutional Outreach)
- 8 The EC engaged the Pima Council on Aging's Mature Worker Connection in initial partnering discussions involving training related to workforce development. (EC, C. Fugett, President)
- 9 The Mature Worker Connection Employer Certificate Training Workshops target senior citizens 50 years and older who are looking to re-enter or enter the workforce for the first time. The workshop content is focused on preparing the senior worker (Mature Worker) for seeking, securing and maintaining a position in today's workforce. The Mature Worker Connection Employer Certificate program is a program for employers to learn how to create a Mature Worker friendly work environment. The noncredit workshops have been offered at the Downtown Campus and at the District and both curriculums had PCC involvement in terms of their development and implementation. Dr. Harry Muir was the lead on the job seeker work group and a participant (Susan Kifer from SBDC at the Community Campus was the lead on the Employer Certification program). (DC, Harry Muir - VP of Instruction)

4.3.6 Offer a larger menu of non-credit options at all Campuses to attract interest from non-traditional students. Provost and Executive Vice Chancellor

- 1 Collaborated with Community Campus to offer non-credit classes the Chinese Cultural Center. (NW, P. Houston, A. Conover, D. Padgett, D. Rodriguez-Pitel)
- 2 Pima Community College's Pima for Kids offered 18 classes for children on the East Campus in the summer of 2009. (EC, C. Fugett, President)
- 3 East Campus' Upward Bound program offers educational enrichment courses to 50+ low income, first generation in college high school students. (EC, C. Fugett, President)
- 4 Non-credit classes are offered at both the Northeast and Southeast Education Centers through Community Campus' Community Education program. (EC, C. Fugett, President)
- 5 Worked with Community Campus to offer non-credit course options and Pima for Kids on the NWC. Northwest Campus is offering Pima for Kids courses in Summer 2009 and more Community Education courses in fall and spring. (NW, D. Padgett)

- 6 NW and WC worked with Community Campus to offer non-credit Pima for Kids in Summer 2008 and 2009. (NW, WC, D. Padgett and V. Cook, VPI)
- 7 WC offered a summer non-credit Theater workshop with a total of 11 students from areas high schools. (WC, V. Cook, VPI)
- 8 Non-credit creative writing workshops were offered in weekend formats in both fall and summer sessions. (WC, V. Cook, VPI)
- 9 First Summer Theater Workshop offered, June, 2009 students from 5 high schools Desert View, Shaurita, Amphi and Flowing Wells participated, ending with a production for family and friends; Theater Staff (THE) Todd Poelstra promoted at 10 local high schools (WC, D. Lammers, WC Division Dean Arts Communication and Humanities)
- 10 Scheduled CE Course offerings for Summer 2009 to be offered at Desert Vista Campus. (DV, Christal Albrecht - President, Ted Roush - VP Instruction)
- 11 The Mature Worker Connection Employer Certificate Training Workshops target senior citizens 50 years and older who are looking to re-enter or enter the workforce for the first time. The workshop content is focused on preparing the senior worker (Mature Worker) for seeking, securing and maintaining a position in today's workforce. The Mature Worker Connection Employer Certificate program is a program for employers to learn how to create a Mature Worker friendly work environment. The noncredit workshops have been offered at the Downtown Campus and at the District and both curriculums had PCC involvement in terms of their development and implementation. Dr. Harry Muir was the lead on the job seeker work group and a participant (Susan Kifer from SBDC at the Community Campus was the lead on the Employer Certification program). (DC, Harry Muir - VP of Instruction)

4.3.7 Promote and facilitate an increased number of internships for students and employees by reducing any existing barriers, posting and advertising a "Web-pool" of internship candidates, and creating additional for-credit internships.

Assistant Vice Chancellor for Academic Services and Vice Provost

- 1 Fall 2008, Spring, 2009, and Summer A session over 11 Journalism students assigned to unpaid internships at the Tucson Citizen, KGUN, KVOA, Clearchannel, Tucson Weekly and Southern Living Magazine. (WC, D. Lammers, WC Division Dean Arts Communication and Humanities, C. Lancaster, WC Journalism (JRN) Faculty)
- 2 Fall and Spring 2009 Digital Arts students assigned to internships with local businesses, KVOA, Masterpieces and Muscular Dystrophy Association (MDA). (WC, D. Lammers, WC Division Dean Arts Communication and Humanities, D. Landry, WC Digital Arts (ARTS) Chair)
- 3 The Business Department at the East Campus piloted a model internship program for Business students. (EC, C. Fugett, President)

- 4 WC Digital Arts students assigned to internships with local businesses, KVOA, Masterpieces and Muscular Dystrophy Association (MDA). (WC, D. Lammers, WC Division Dean Arts Communication and Humanities, D. Landry, WC Digital Arts (ARTS) Chair)
- 5 Used PERT Grant funding to offer internships to employees. The Culinary and Food Service programs at Desert Vista Campus work extensively with local employers to provide externship and internship opportunities. The CTD clock hour program offers 2-4 week externships with employers as part of its certificate programs. These are designed to assist the student with placement into an employment setting. Students enrolled in culinary programs have also participated in apprenticeship training with the journeyman cook, baker, and pre apprentice programs. These apprenticeships include extensive internship hours at qualified local hotels, restaurants, country clubs and bakeries. During 2008, there were 6 apprentices and 3 pre apprentices who participated in the program. For 2009, partnerships with new sponsoring employers will be developed to enable even more students to participate. (DV, Bettye Wheeler, Kate Schiefen - Division Deans)
- 6 Developed and refined internship opportunities for Clinical Research Trial Coordinator and Therapeutic Massage program students. First internships offered Fall 2008 and increased in Spring 2009. (NW, L. Brown-Quick, C. Strom, D. Padgett, A. Robinson, P. Houston)
- 7 Increased internship opportunities for students in the Hotel Restaurant Mgt Program at various local resorts. Advisory Board members pledged continuing support for internships. (NW, A. Trujillo, P. Houston)
- 8 <http://dtc.pima.edu/blc/> is a webpage dedicated to the self-paced Biology courses offered at the downtown Campus. Included on that page is a link to internships and opportunities the staff and others associated with the Biology Learning Center have learned of. It is updated regularly with new internships and opportunities on a regular basis. (DC, Dan Wright, Division Dean, Science and Communication Arts)
- 9 Developed and refined clinical or internship opportunities for Clinical Research Trial Coordinator program, NW, Digital Arts, WC, Medical Laboratory Technician, WC among others throughout the District. (All, VPI)
- 10 Continued & increased internships at Tucson City offices for CIS students (Jim De Laune responsible instruction) (WC, M. B. Ginter, WC Division Dean Business Computer Social Science Languages)
- 11 Existing internships have been verified as active and have been inventoried. (All, B. Murphy, AVC and Vice Provost)
- 12 Job description for Assistant Program Manager has been modified to include development of new internships and improved follow-up with businesses, students, and faculty.

Interviews are in progress for the hiring of Assistant Program Manager.

(Hired in June.)

(All, B. Murphy, AVC and Vice Provost)

Strategy 5.2

Develop an instructional facilities model

Completion Date: 15-Jun-2009

Provost and Executive Vice Chancellor

Complete

5.2.1 Analyze existing College instructional facilities which use alternative learning deliveries.

Vice Presidents of Instruction

- 1 VPIs conducted a survey of all campus learning centers to look for best practices. VPIs developed discussion points towards a new approach to learning centers where library functions and learning centers were integrated. (DV, T. Roush, VP Instruction)
- 2 Ongoing analysis of use of Alternative Learning Center for delivery of self-[ace writing and math modular courses has resulted in the decision to cease such activities in this space for math instruction while increasing the use of the space for Writing instruction. (D. Wright, Division Dean)
- 3 VPIs toured all Pima Community College campus learning centers and interviewed the center directors and/or Librarians during the 2009 Spring semester. The Vice Presidents also analyzed each operation on their own campuses as to how effective the various alternative learning deliveries were in terms of student success and persistence. (All, VPI)

5.2.2 Research and evaluate data from recognized higher education institutions that are leaders in maximizing the use of technology and classroom facilities.

Assistant Vice Chancellor for Information Technology, and Vice Presidents of Instruction

- 1 Ongoing analysis through participation in a workgroup comparing peer institutions with regard to use of technology and classroom facilities. Site visits made in conjunction with DC Title V program to Estrella Mountain CC completed 5/31/09, and NCA sponsored site visits to Westwood College campuses in Colorado and California completed 06/03/09, and to Prairie State College completed 10/22/08. (DC, D. WRight, Division Dean)
- 2 As part of the Downtown Campus Title V project, data from Columbian Basin CC, Estrella Mountain CC, Rio Salado CC, Allegheny CC, Arizona State University and Chandler Gilbert CC was examined and the concept of radical flexibility in space usage and technology deployment was developed for the Downtown Campus's Center for Integrated Learning. In addition, experts/consultants from Estrella Mountain CC and Florida State University have been contracted in terms of use of new technologies in the classroom. West Campus has also reviewed several College models and "field trips" to Estrella Mountain CC have occurred during the 2008-09 fiscal year that have included faculty, staff and administrators from West and Downtown Campuses, as well as staff and administrators from District IT, Facilities and Project Architects. (DC, H. Muir, VPI)
- 3 As part of the DT campus Title V project, other institutions of higher learning were reviewed. Information from those reviews was utilized in the design phase of the DT campus Title V project. (DV, T. Roush, VI Instruction)

- 4 PCC IT Committee subcommittees on academic standards and mentoring (addressing requirements in College Plan 6.2 and 6.3) conducted research of peer and leaders in academic technology to support their recommendations for PCC standards in learning environment software, hardware, and professional development of faculty in the use of these tools. The research has been completed, compared against current baseline standards, and the reports of the subcommittees will be provided to the PCC IT Committee by October 2009. (DO, A. Leible, AVC for IT)

5.2.3 Educate the College community on flexible learning spaces and strategies. Vice Presidents of Instruction

- 1 DV has begun initiatives to reform uses of its Atrium, Learning Center, and Patio areas. A new centralized scheduling initiative has helped to inform multiple facilities users of new ways of viewing facilities' use. Programs at West and DT campus have involved staff and faculty in the process to evaluate and re-focus on facilities use. (DV, T. Roush, VP Instruction)
- 2 VPIs sent memo of update and recommendation to the Chancellor, Provost, Vice Provost, and Executive Vice Chancellor for Finance and Administration on January 30, 2009. Memo included in working agenda notes. (All, VP Instruction)
- 3 As part of the Downtown Campus Title V project, the Center for Integrated Learning model as been shared with all campus administrations, to the public via a presentation to the Board of Governors in an open meeting, and in open forums to students, staff, faculty, administrators and the general public at both the West and Downtown Campuses. West Campus has also held open forums concerning their concepts of flexible learning spaces and strategies during the 2009 Spring semester. (DC, H. Muir, VPI)
- 4 On-going Faculty Institute for Technology and Training (FITT) developed by Title V program. The first division receiving the training this summer is the DC Science and Communication Arts division with meetings held on All-faculty Day, 05/31/09 and 06/05/09 so far. (DC, D. Wright, Division Dean)
- 5 Developed classroom short- and long-term usage plan for optimal class size. (NW, D. Padgett, A. Conover, P. Houston)
- 6 Analyzed existing college instructional facilities by expanded use of e-classes through hybrid and fully on-line through use of computer oven. Hybrid courses increased by 30% in fall 08 and 92% in spring 09. Online courses increased by 185 % in fall 08 and by 21% in spring 09. (NW, D. Padgett, P. Houston, A. Conover)

5.2.4 Develop facilities standards to maximize space and respond to current and future learning styles. Assistant Vice Chancellor for Facilities, Assistant Vice Chancellor for Information Technology, and Assistant Vice Chancellor for Academic Services and Vice Provost

- 1 VPIs sent memo of update and recommendation to the Chancellor, Provost, Vice Provost, and Executive Vice Chancellor for Finance and Administration on January 30, 2009. Memo included in working agenda notes. (All, VP Instruction)

- 2 As part of the Downtown Campus Title V project, the Center for Integrated Learning adopted standards for the four Learning Studios that maximize room usage and allows for the deployment of the latest technologies responding to the learning styles and characteristics of the Millennial generation of students (the largest number of Community College students). (DC, H. Muir, VPI)
- 3 The Downtown Campus Library and Learning Center are being combined to better fulfill the learning needs of students. Standards for IT, AV, furniture, classroom size, etc. have been created based upon this project (DC, W. Ward, AVC for Facilities)
- 4 Adjunct faculty offices at Northwest Campus have been remodeled and are now used as a standard for redesign of other adjunct faculty offices (NW, W. Ward, AVC for Facilities)
- 5 West Campus D-1 Nursing Computer classroom. A Title V project setting a standard for a computer classroom. The latest technology is being deployed to respond to the learning styles and characteristics of a new generation of nursing students. (WC, W. Ward, AVC for Facilities)
- 6 West Campus D-1 Nursing-Phase 2 simulation labs. As part of this Title V project, standards are being developed for health care simulation labs that will guide future development of such areas across the health care curriculum and the latest technology will be deployed to respond to a new generation of health care students. (WC, W. Ward, AVC for Facilities)
- 7 West Campus K-1 MLT/Geology Labs. As part of this project, standards for Medical Lab Technician laboratories have been established, and the latest technology is being developed to respond to learning styles and characteristics of a new generation of learners. (WC, W. Ward, AVC for Facilities)
- 8 On-going Student Services remodeling project will standardize operations throughout the District and provide improved operations of these areas. (All, W. Ward, AVC for Facilities)
- 9 District and Campus IT personnel provide network connectivity and customer services for all facilities and projects through campus and District IT staff as needed; and endeavor to identify all aspects of each project to ascertain its technical requirements and make recommendations for the best technology fit for that project. (DO, A. Leible, AVC for IT)

5.2.5 Redefine and reconfigure existing interior and exterior spaces into formal and informal learning areas.

Vice Presidents of Instruction, and Assistant Vice Chancellor for Facilities

- 1 DC's Title V project two existing classrooms will be reconfigured to adhere to the aforementioned Learning Studio standards and two existing campus spaces will be redesigned into Learning Studios as well. In addition, as a CAD class project, all exterior areas of the Downtown Campus within the campus boundaries are being redesigned as informal learning areas to capitalize on the need for more informal learning spaces and the growing number of wireless computer users. All Pima Community College campuses are staying current with the Downtown Campus Title V developments and are examining both their own alternative learning facilities and learning spaces in the context of these developments. (DC, H. Muir, VPI)

- 2 VPIs sent memo of update and recommendation to the Chancellor, Provost, Vice Provost, and Executive Vice Chancellor for Finance and Administration on January 30, 2009. Memo included in working agenda notes. (All, VP Instruction)
- 3 Redefinition of uses of the campus Atrium and Patio areas is nearing completion. Many public functions will be scheduled for the Patio area, leaving the Atrium available as a student interaction area. We expect completion by fall 2009. (DV, T. Roush, VP Instruction)
- 4 The EC's Lecture Under the Stars series is held at night in an area of campus known as the Outdoor Learning Center. (EC, C. Fugett, President)
- 5 A conference room at the East Campus has been transformed into a Webinar Center for faculty and staff use. (EC, C. Fugett, President)
- 6 In partnership with Marana Health Clinics, the East Campus remodeled its limited space to include a small health clinic for the benefit of students, staff and the surrounding community. (EC, C. Fugett, President)
- 7 The EC's Sculpture-On-Campus program utilizes the campus' natural beauty as a venue for regional three dimensional sculptures. (EC, C. Fugett, President)
- 8 The Downtown Campus Library and Learning Center are being combined to better fulfill the learning needs of students. This project is part of the Title V grant. Estrella Community College's facility was benchmarked for this project. (DC, W. Ward, AVC for Facilities)
- 9 Northwest Campus hill-side & tree planting project will prevent erosion of campus and allow for water shedding. (NW, W. Ward, AVC for Facilities)
- 10 Construction of a Health Clinic at the East Campus has been completed. (EC, W. Ward, AVC for Facilities)

5.2.6 Design multi-use learning environments such as a warehouse-type facility with various sized classrooms and storage facilities around the perimeter. Vice Presidents of Instruction, and Assistant Vice Chancellor for Facilities

- 1 In conjunction with the other VPIs, recommendations were developed to integrate Library and Learning Center resources and to enable seamless interaction between these two learning environments. (DV, T. Roush, VP Instruction)
- 2 VPIs sent memo of update and recommendation to the Chancellor, Provost, Vice Provost, and Executive Vice Chancellor for Finance and Administration on January 30, 2009. Memo included in working agenda notes. (All, VP Instruction)

- 3 We are working in collaboration with DSSC to move our Cabinet making program to the S. Country Club site in the Facilities Carpenter shop. This will be a collaborative effort that will be win-win situation in several ways:
 1. It will provide more room for the training that is currently too crowded to be a safe working environment.
 2. It will free up space for the rest of the training that goes on in the same area.
 3. It will provide space for more of the needed equipment to teach this program properly.
 4. Facilities will gain the benefit of having a better equipped shop.
 5. Facilities will use the space during the day, the program will use the space in the evenings (& possibly weekends) making this a multi-purpose shop for the benefit of the college in programming and in service.
(DC, T. Forster, Division Dean)
- 4 As part of the Downtown Campus Title V project four learning studios, one mini learning studio training room, a renovation of AH 110 for multiple discipline usage (ART, BCT, MAT and general education courses) and plans for more informal learning areas in exterior spaces will be developed during the next four years. These changes will allow much more flexible uses of the existing campus facilities for non-credit and credit learning activities. (DC, H. Muir, VPI)
- 5 The Downtown Campus Library and Learning Center are being combined to better fulfill the learning needs of students. This project is part of the Title V grant. Estrella Community College's facility was benchmarked for this project. (DC, W. Ward, AVC for Facilities)
- 6 Facilities and the Downtown Campus are working to establish a cabinet making training facility at the Maintenance & Security Carpentry Shop for use to train students after-hours when the shop is not being utilized. (DC, W. Ward, AVC for Facilities)
- 7 Reconfiguring Downtown Library area for a new computer commons area and center for integrated learning in conjunction with the Title V project. This includes three learning studios. (DC, W. Ward, AVC for Facilities)

Strategy 6.1

Improve technology training

Completion Date: 31-Jul-2009

**Assistant Vice Chancellor for Human Resources, and Vice
Chancellor for Information Technology**

Complete

6.1.1 Establish minimum technical usage requirements for all employees.

Assistant Vice Chancellor for Human Resources

- 1 New Employee Orientation includes the process of gaining email address and signing into MyPima demonstrates basic technology functionality, basic data and password security as a function of setting up the employee's email access and MyPima account access. All employees complete Introduction to Banner, Outlook, Introduction to Employee Development (custom online learning modules), pima.edu website overview, PimaNews, software purchase, Communique, My Resources (timesheet, benefits, policy statements, tuition waver, performance evaluation) (DO, M. Romance, Director, L. Wakefield, AVC for HR)
- 2 The following has been proposed as required just to perform any level of function other than selected maintenance trades: Word, Excel, Exchange, Exchange Calendar, MyPima, Internet Explorer and Mozilla.

The following training is more job specific and require the user actually need to gain access to these: Banner Web for employees via MyPima, Helpdesk Support and Work order system Track-IT, Pima Reports, INTRANET, Voice Messaging (IT), Writing, Editing, Approving for the Web, Banner: data standards, student services, registration, finance, requisitions, purchase orders and invoices, encumbrances, human resources, personnel action request; FAMIS: self-service.
(DO, M. Romance, Director, L. Wakefield, AVC for HR)

6.1.2 Implement training to support usage requirements.

Assistant Vice Chancellor for Human Resources

- 1 Special courses tailored to PCC employees include "Instruction" and "Technology I and II", as well as "Pima Technology Briefing." (DO, M. Romance, Director, L. Wakefield, AVC for HR)
- 2 Availability of Skillsoft, Employee Development, and classroom training such as the new employee and faculty orientations are provided to address basic and specific technology requirements. Data provided by OPD to the IT Standards Committee, Mentorship working group shows usage statistics by employees. (DO, M. Romance, Director, L. Wakefield, AVC for HR)
- 3 Supervisors provide job specific training on selected software as needed, OPD to provide Banner specific training with technical input from Banner Module leaders. Both may reference additional training through Employee Development to supplement skills. (DO, M. Romance, Director, L. Wakefield, AVC for HR)
- 4 DO IT provides contracted training for selected skills such as MS Exchange and Calendar tools (provided to Cabinet April 2009). (DO, K. Kelly, VC for IT, A. Leible, AVC for IT, M. Romance, Director, L. Wakefield, AVC for HR)
- 5 DO IT provided targeted training for the deployment of Office 2007, Voice Over Internet Protocol (VOIP) phone system and Pima Reports tools for WebI reporting, Universe Design and version R3 in Academic Year 2008-2009. (DO, K. Kelly, VC for IT, A. Leible, AVC for IT, M. Romance, Director, L. Wakefield, AVC for HR)

- 6 DO IT and OPD used Train The Trainer (TTT) techniques for a variety of functionalities in the last year (BlackBoard Vista Voice Over Internet Protocol (VOIP), etc.). (DO, K. Kelly, VC for IT, A. Leible, AVC for IT, M. Romance, Director, L. Wakefield, AVC for HR)
- 7 DO IT provides contracted training for specific skills related to job functionality. (DO, K. Kelly, VC for IT, A. Leible, AVC for IT)
- 8 Training is provided through customized courses for Banner systems and Data Standards, Compliance Topics, Classroom Management and Safety, Academic Integrity, New Job Orientation, Legal Issues I and II, Technology I and II, I-9 and E-Verify, Library Services and Student Services. Professional Development tools online courses and online books--are provided on such topics as Word, Microsoft Office, Blackboard, Access, PowerPoint, Outlook, Excel, Email, Calendar, Adobe Acrobat, etc. (DO, M. Romance, Director, L. Wakefield, AVC for HR)
- 9 Held workshops and provided training opportunities to promote and model creative use of classroom technology through workshops and training to include Blackboard/Vista; Wimba; MyPima and Smartboard useage. (All, VPI)
- 10 Promote and model creative use of classroom technology through workshops and training to include Blackboard/Vista; Wimba; MyPima and Smartboard useage. Offered multiple sessions of MyPima, TurnItIn.Com, Classroom Technology, HTML workshops, SmartBoard training, and Classroom Innovations. (NW, A. Conover, P. Houston, C. Strom, J. White)

6.1.3 Determine and implement methods to tailor training to specific job function.

Assistant Vice Chancellor for Human Resources

- 1 Improved technology use by including staff and faculty in functional specific training (dept heads, chairs, supervisors), including MyPima, Smartboard, Blackboard Vista Training completed Fall and Spring. Offered multiple sessions of MyPima, TurnItIn.Com, Classroom Technology, HTML workshops, SmartBoard training, and Classroom Innovations. Created a "Technology Sandbox" to assist faculty with new changes to hardware and software. Staff and faculty serve as "beta" testers for new technology rollouts. (NW, A. Conover, P. Houston, C. Strom, J. White)
- 2 Job specific training requirements are being developed by OPD and will be available through Employee Development and SkillSoft programs. These programs can be built to include specific requirements for the following classifications to allow targeted training opportunities: Administrators, Administrative Assistants, Executive Assistants, Faculty, Adjunct Faculty, Banner users, etc. (DO, M. Romance, Director, L. Wakefield, AVC for HR)
- 3 Specific training for workflow as it relates to Adjunct Faculty Contract approval is to be delivered in June 09. (DO, M. Romance, Director, L. Wakefield, AVC for HR)
- 4 Facilitated Business Objects Web Intelligence training for IT, PIR, Finance, Grants and HR personnel. (DO, K. Kelly, VC for IT, A. Leible, AVC for IT)

6.1.4 Review, assess and develop "just in time" training (for example, computer based training on demand).

Assistant Vice Chancellor for Human Resources

- 1 Just In Time (JIT) was developed through IT resources and contracted training such as Employee Development, SkillSoft, and New Horizons. This process was also the basis of Voice Over Internet Protocol (VOIP), Pima Reports to include Web Intelligence and Universe Design, and Office 2007 deployment training from DO IT. Specific training for workflow as it relates to Adjunct Faculty Contract approval is to be delivered in June 09. (DO, K. Kelly, VC for IT, A. Leible, AVC for IT)
- 2 Train The Trainer (TTT) techniques for a variety of functionalities in the last year (BlackBoard Vista Voice Over Internet Protocol (VOIP), etc.). (DO, K. Kelly, VC for IT, A. Leible, AVC for IT)

6.1.5 Implement a required system for recurring and updated training refreshers.

Assistant Vice Chancellor for Human Resources

- 1 Just In Time and Train The Trainer were used for the MS Office 2007 upgrade, Pima Reports changes, and constant Banner upgrades such as using video conferencing for FINAID updates and meetings. (DO, K. Kelly, VC for IT, A. Leible, AVC for IT)
- 2 DO IT provides contracted training for specific certifications, such as Certified Software Manager and Advanced Software Manager. (DO, K. Kelly, VC for IT, A. Leible, AVC for IT)
- 3 Rollouts of College-wide software is coordinated between IT and OPD. OPD is responsible for ongoing knowledge and skill transfer for institutional programs and software. (DO, K. Kelly, VC for IT, A. Leible, AVC for IT, M. Romance, Director, L. Wakefield, AVC for HR)

6.1.6 Implement technical training specific to major changes between software versions.

Assistant Vice Chancellor for Human Resources

- 1 IT is filling the Banner support position to provide training sessions on campus and at DO for new modules, upgrades, and for problem resolution but also provided hands on training at each campus on specific issues to improve functionality and efficiencies for requesting staff. (DO, A. Leible, AVC for IT)
- 2 BlackBoard Vista - two individuals from each campus were paid to attend specific training on BlackBoard Vista under the Train The Trainer approach. (DO, A. Leible, AVC for IT)
- 3 Exchange, Luminis IV, and Pima Reports PCC IT used contracted training Developmental Services staff to provide scheduled training sessions throughout PCC. (DO, A. Leible, AVC for IT)
- 4 Voice Over Internet Protocol (VOIP) - combined numerous contracted training sessions with on each individual campus for personnel the day of each cutover to the new system. (DO, A. Leible, AVC for IT)

- 5 Office 2007 upgrade - PCC IT used a combination of Employee Development, SkillsSoft, PCC Helpdesk to answer specific questions, and in person support by PCC Helpdesk through visits, email, or phone. (DO, A. Leible, AVC for IT)
- 6 Additional product changes or upgrades, such as the transition from FrontPage to Dreamweaver or MS Web Expressions, was provided by individual support from DO and Campus IT staff member directly to users on each campus. (DO, A. Leible, AVC for IT)
- 7 Business Objects Rev3, and Business Objects Web Intelligence (DO, A. Leible, AVC for IT)

6.1.7 Create and implement training standards for technical training that include a conceptual overview, impact of changes, and methods for self-help **Assistant Vice Chancellor for Human Resources**

- 1 New employee orientation will develop a module to explain each new employee's role within PCC and the impact of his or her functions. This can be done by a short question and answer session associated with the general introductions of each new employee as to where they will work and what their duties will be. This section will also help improve identification as a PCC member and understanding of the whole PCC System. (DO, A. Leible, AVC for IT)
- 2 Development of the minimal set of legally required training courses and supplemented by the function specific training courses options through Employee Development and SkillsSoft will allow a multilevel approach to continuous training opportunities. (DO, A. Leible, AVC for IT)
- 3 Annual IT staff training session at the beginning of the new academic year will also provide opportunities to provide a specific technology training session and review of overarching PCC mission. (DO, A. Leible, AVC for IT)