

**PIMA COUNTY COMMUNITY COLLEGE DISTRICT
GOVERNING BOARD OPEN MEETING NOTICE AND AGENDA
January 30, 2017**

NOTICE OF STUDY SESSION (Immediately Following Special Meeting)

4:15 p.m.
January 30, 2017
District Office
Building C Room 105
4905 E. Broadway Blvd.
Tucson, AZ 85709-1005

AGENDA FOR MEETING*

1. **Call Meeting to Order**
2. **Discussion of Board meeting procedures**
 - Bylaws
 - Parliamentary Procedure/Robert's Rules of Orders
3. **Admission and enrollment process review**
 - National and local enrollment related trends and data
 - Process improvements

*** Option to recess into legal advice executive session** — Pursuant to A.R.S. §38-431.03(A)(3) the Governing Board may vote to go into executive session for the purpose of obtaining legal advice from its legal counsel with respect to any item listed on this agenda or any addendum thereto.

Members of the Governing Board may participate by telephone, video or internet conferencing.

Meeting presentations will be posted within a reasonable time following the meeting.

To request a reasonable accommodation for individuals with disabilities, a minimum of 5 business days before the event is requested. Contact Phone: (520) 206-4539; Fax: (520) 206-4567.

Note: Other than action taken on the motion to go into the above-referenced executive session and the motion to adjourn the meeting, there will be no action taken by the Governing Board at this special meeting.

Meeting Procedures Overview

1. Call the meeting to order

Chair: "I now call the meeting to order."

2. Roll call

[shows whether a quorum is present]

Chair: "We will now take the roll call."

3. Meeting Business

- a. Reports

[information from committees or authorized individuals; Board members may ask questions]

- b. Information items

[informational materials for background; not intended for discussion, although Board members may ask clarifying questions; if a Board member has significant questions, the Board should refer the matter to a subsequent meeting to provide sufficient time for discussion; if a member believes Board action should be taken regarding the matter, it must be referred to another meeting to be listed on the agenda as an action item]

Chair: "Does any Board member have clarifying questions regarding any of the information items?"

- c. Consent agenda

[routine business or items not requiring discussion prior to vote; any item requiring discussion may be moved from the consent agenda at the request of a Board member; items removed from the consent agenda are treated as regular action items addressed after the consent agenda]

Chair: "Are there any items that need to be moved from the consent agenda?"

"May I have a motion to approve the items on the consent agenda?"

- d. Action items

Motions – Any Board member may make a motion; motions should be specific.

Member: "I move [specific action to be taken]."

Second - Motions require a second; if no second, the motion fails.

Member: "I second the motion." OR **Chair:** "Is there a second for the motion?"

Discussion – Once a motion has received a second, the Board may discuss it, ask questions, debate the merits, and/or state positions. The Chair should allow discussion to continue until members have nothing further to add, or the Chair determines that further discussion will not be productive. Any Board member may move to end discussion or “call the question.”

Chair: “Is there any objection to ending discussion? Hearing, none, we will proceed with a vote.” If there is an objection, the Chair may either allow further discussion or ask “Is there a motion to end discussion?” If a member makes a motion to end discussion, the motion requires a second and then is voted on immediately – no discussion. If the motion passes, the Board proceeds to immediate vote on the original, substantive motion. If the motion to end discussion fails, discussion on the original, substantive motion continues.

Voting – The Chair facilitates voting by restating the motion, calling for the vote, and announcing the result. Normally, votes are taken by show of hands or verbal sign. Any member may ask for a roll call vote. Votes are decided by majority.

Chair: “We will now vote on the motion to [restate the motion]. All those in favor, signal by All those opposed signal by The motion [passes or fails].”

Motion to table – a Board member may postpone debate or vote with a motion to table either to a specific meeting or indefinitely. The motion proceeds like others.

Amending a motion – a motion may be amended by deleting, adding or altering language. If the member who made the initial motion agrees to the proposed change, there is no need for a vote and discussion and voting proceed on the revised motion. If the member who made the original motion does not accept the suggestion, discussion and vote proceed on the amendment. A proposed amendment may not be the subject of another motion to amend (i.e. “I move to amend the proposed amendment.”)

Member: “I move to amend the motion to replace “and” with “or”.”

Chair: “Does Member X (who made the original motion) accept the proposed amendment?” If yes, proceed with discussion and vote on revised original motion. If not, **Chair:** “Is there a second for the motion to amend?” If so, proceed with discussion and vote on the amendment.

If the amendment passes, discussion and vote proceed on the original motion as amended. If the amendment fails, discussion and vote proceed on the original motion . . . unless there is another motion to amend.

Point of information – Member may ask a clarifying question related to the agenda item under consideration or another aspect of the meeting.

Point of order – used when a member believes the Chair or other member has acted out of compliance with the rules (i.e. “Mr./Madam Chair, point of order – there has been no second for the motion so we should not yet be discussing it;” Madam/Mr. Chair, point of order – the motion on the floor concerns approval of a construction contract, but the discussion is now focused on an unrelated topic about a software system.”)

4. Adjourn

Chair: “We have completed all items on the agenda. Is there any further business? Hearing none, is there any objection to adjourn? Hearing none, we are adjourned.” If a member offers an item of further business, the Board addresses the item raised by the member or a member moves to adjourn, which requires a second and then an immediate vote.

Admission to Enrollment: Spring 2017 and Beyond...

January 30, 2017

BOG Study Session

Outline

- National and Institutional Enrollment Trends
- Pima County Data
- Targeted Populations: Enrollment Opportunity
- Overview of Enrollment Management
- Strategic Enrollment Management Plan (SEMP)
 - Biannual Report
 - Enrollment Funnel
- New Admissions Application: Student Intent
- Mission KPI: Access
- Spring 2017 Enrollment Data
- What's New in Spring 2017

FTSE for Pima Community College and Unemployment Rate at Pima County

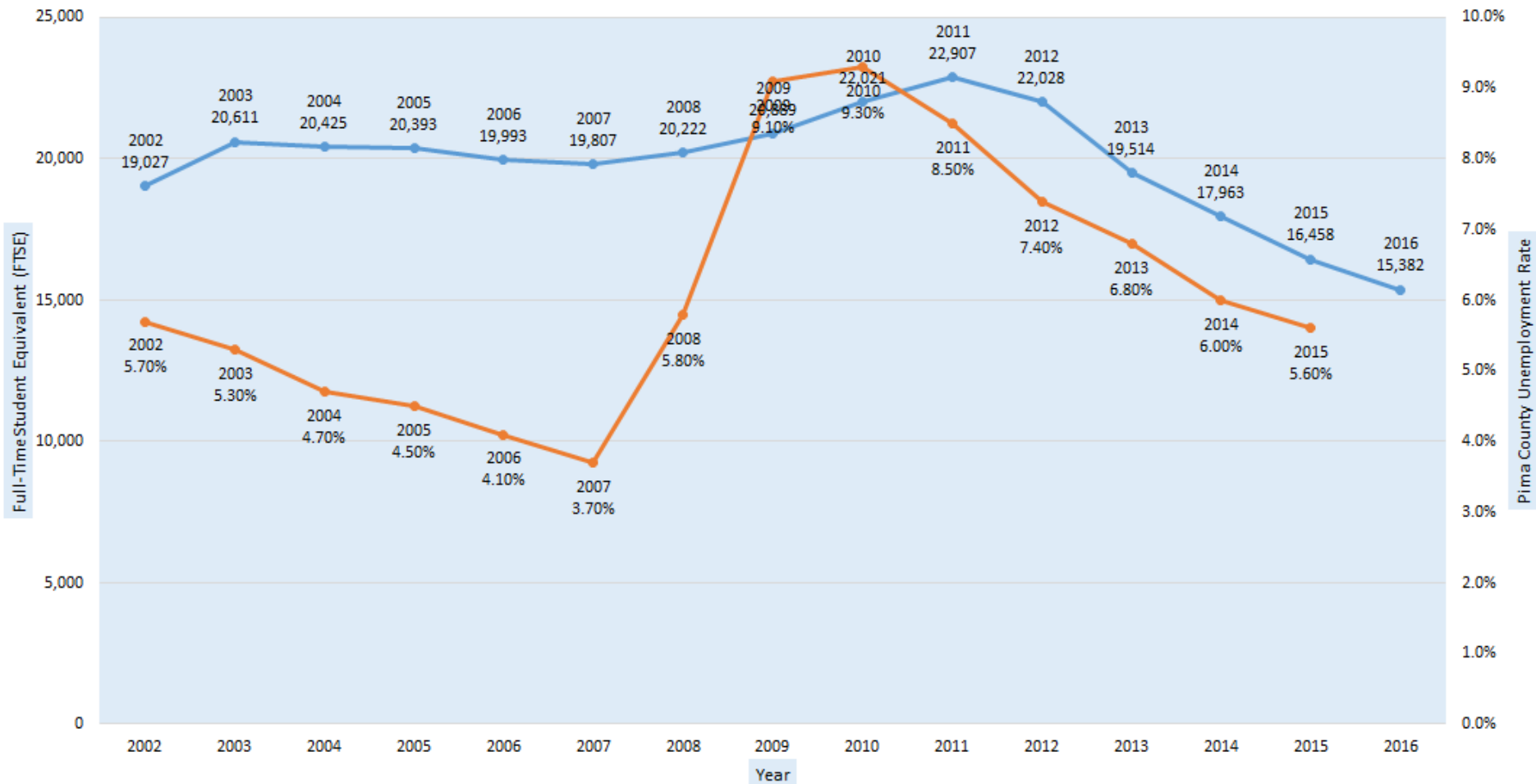
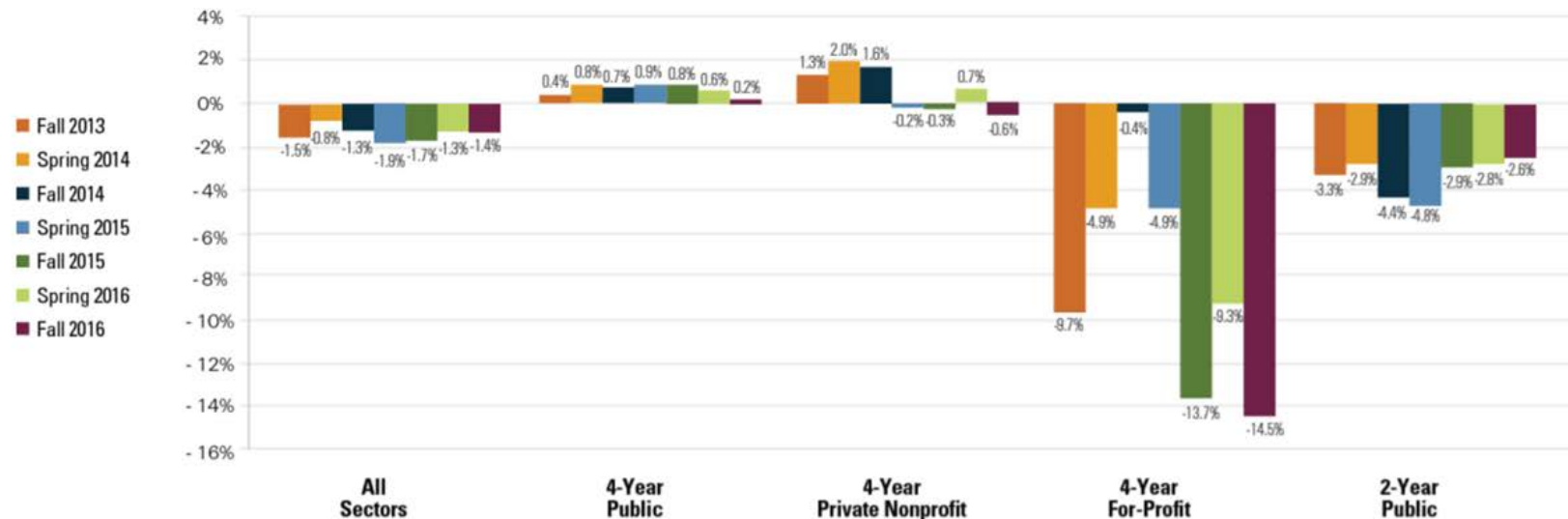


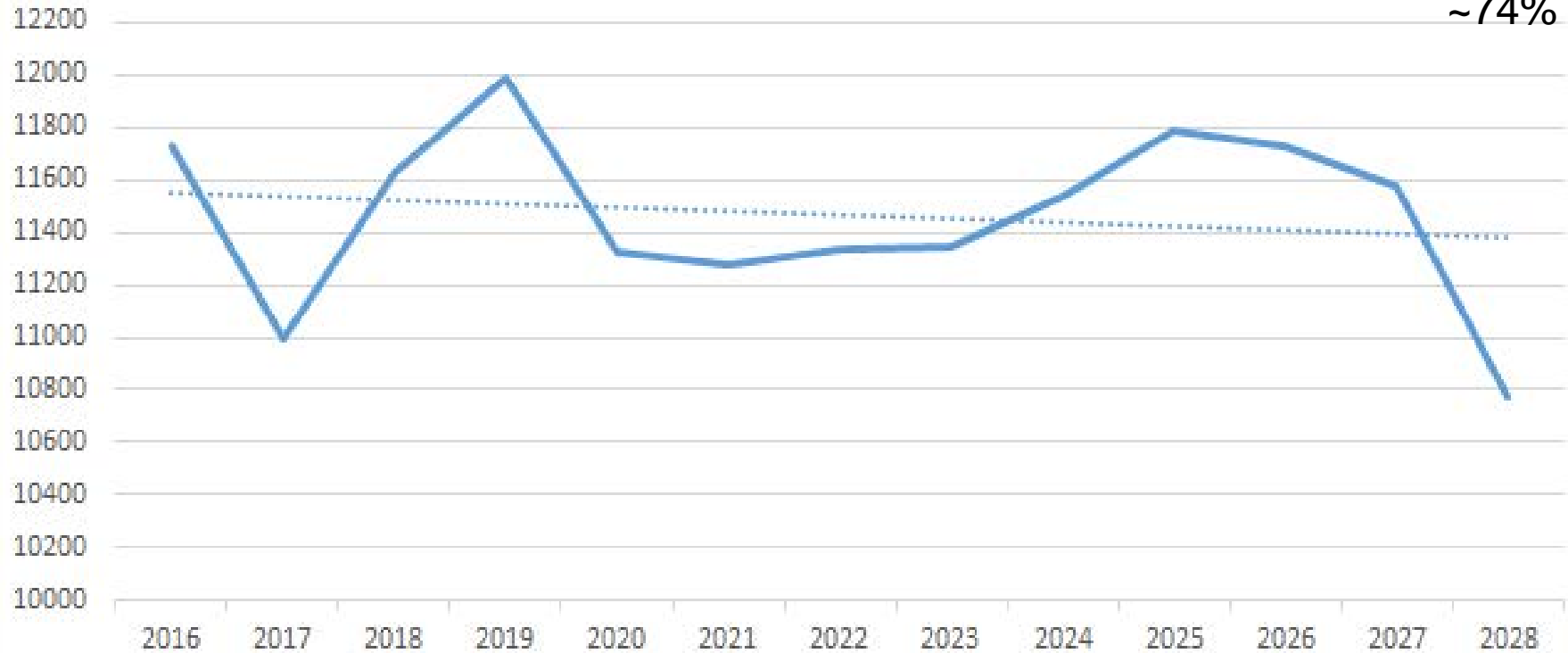
Figure 1: Percent Change from Previous Year, Enrollment by Sector (Title IV, Degree-Granting Institutions)



Pima County K-12 Enrollment

Pima County
Graduation Rate
~74%

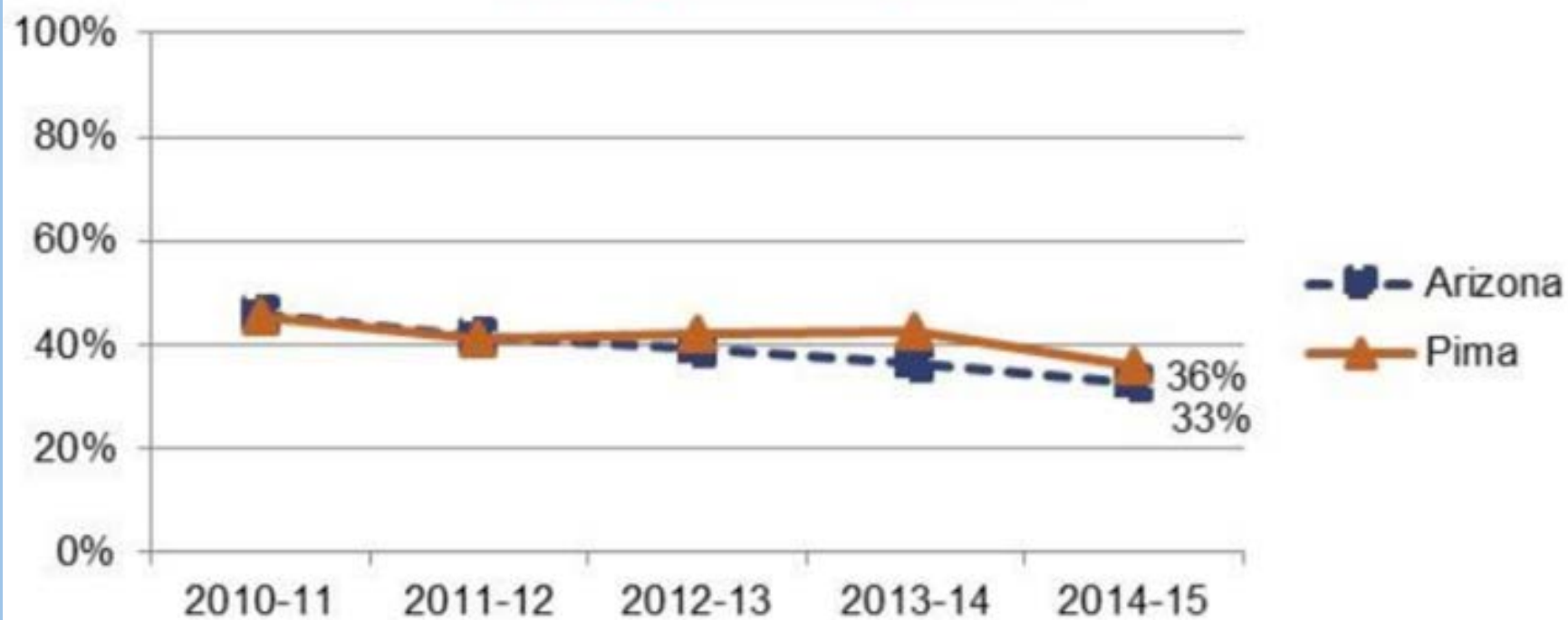
Enrollment by Grade Level



HS Graduation Year

AZ Dept. of Education, FY 2016
Enrollment

Service Area Community College-Going Rates



Age

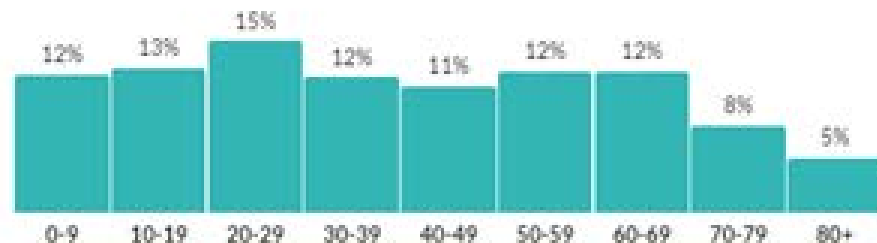
38.4

Median age

a little higher than the figure in
Arizona: 37.4

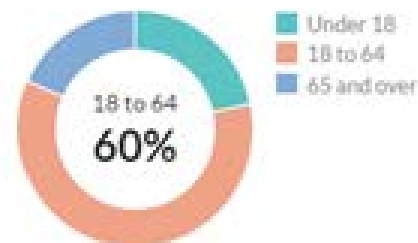
about the same as the figure in
United States: 37.8

Population by age range



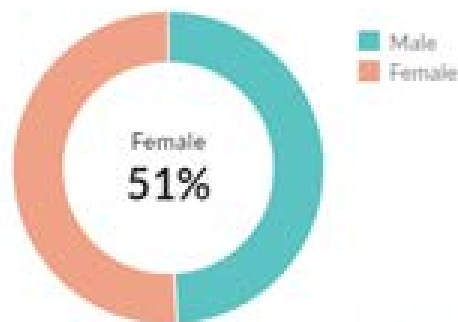
[Show data](#) / [Embed](#)

Population by age category



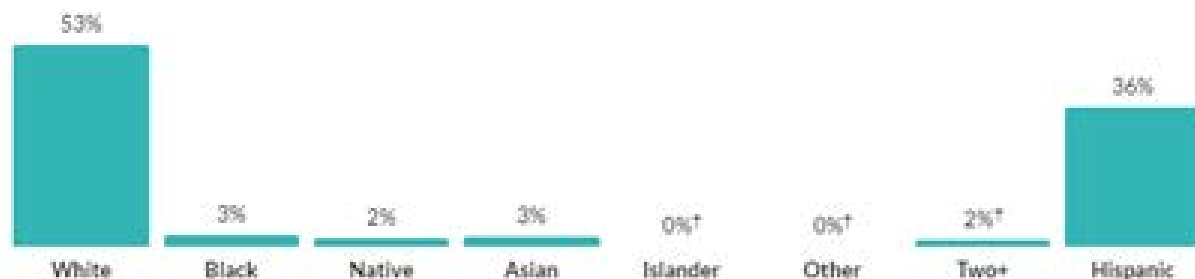
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Sex



[Show data](#) / [Embed](#)

Race & Ethnicity



* Hispanic includes respondents of any race. Other categories are non-Hispanic.

[Show data](#) / [Embed](#)

Educational attainment

87.3%

High school grad or higher

about the same as the rate in Arizona: 86.1%

about the same as the rate in United States: 87.1%

31.1%

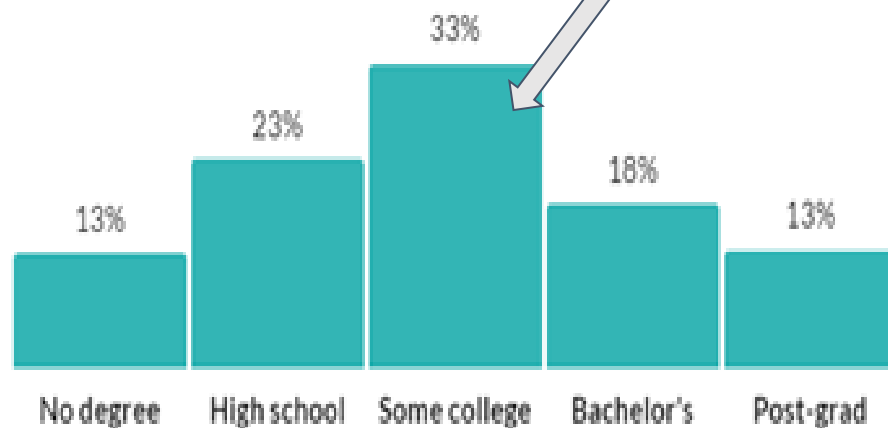
Bachelor's degree or higher

about 10 percent higher than the rate in Arizona: 27.7%

about the same as the rate in United States: 30.6%

Associates = 8.4%

Population by minimum level of education



* Universe: Population 25 years and over

[Show data](#) / [Embed](#)

Enrollment Opportunity

1,010,025

Pima County Population

2015 ACS

434,311

Pima County Population

25-59 years old

160,695

Pima County Population

25-59 years old

No HS Diploma or equivalent, HS Diploma or
equivalent, Some College

Overview of Enrollment Management Recruitment, Retention and Completion

- Organizational Structure:
 - AVC for Enrollment Management & Student Affairs (Summer 2015)
 - Advanced Program Manager for Admissions & Recruitment (Summer 2015)
 - Admissions Counselors (5) (Summer 2014); Information Center (3)
 - Director of Enrollment Services/Registrar (January 2015)
 - Assistant Registrars (3), Business Systems Principal Analyst (1), Backend Processors (7)
 - Executive Director of Financial Aid, Title IV Compliance and Scholarships (August 2016)
 - Director (1), Backend Processors (7), FA Coordinators (5), Front facing staff (~13)
 - VP of Academic Advising and Retention and VP Student Transitions (Summer 2016)
 - Student Services Managers (6); Front facing staff (~100)
 - Academic VPs and Deans
 - Academic Programs (Degrees & Certificates ~180); Regular Faculty (<400)

Strategic Enrollment Management Plan (SEMP)

3 Sections:

- 1) Introduction, Guiding Principles, Situational Analysis
- 2) Strategic Initiatives and Priorities
- 3) Appendices (Data/Definitions)

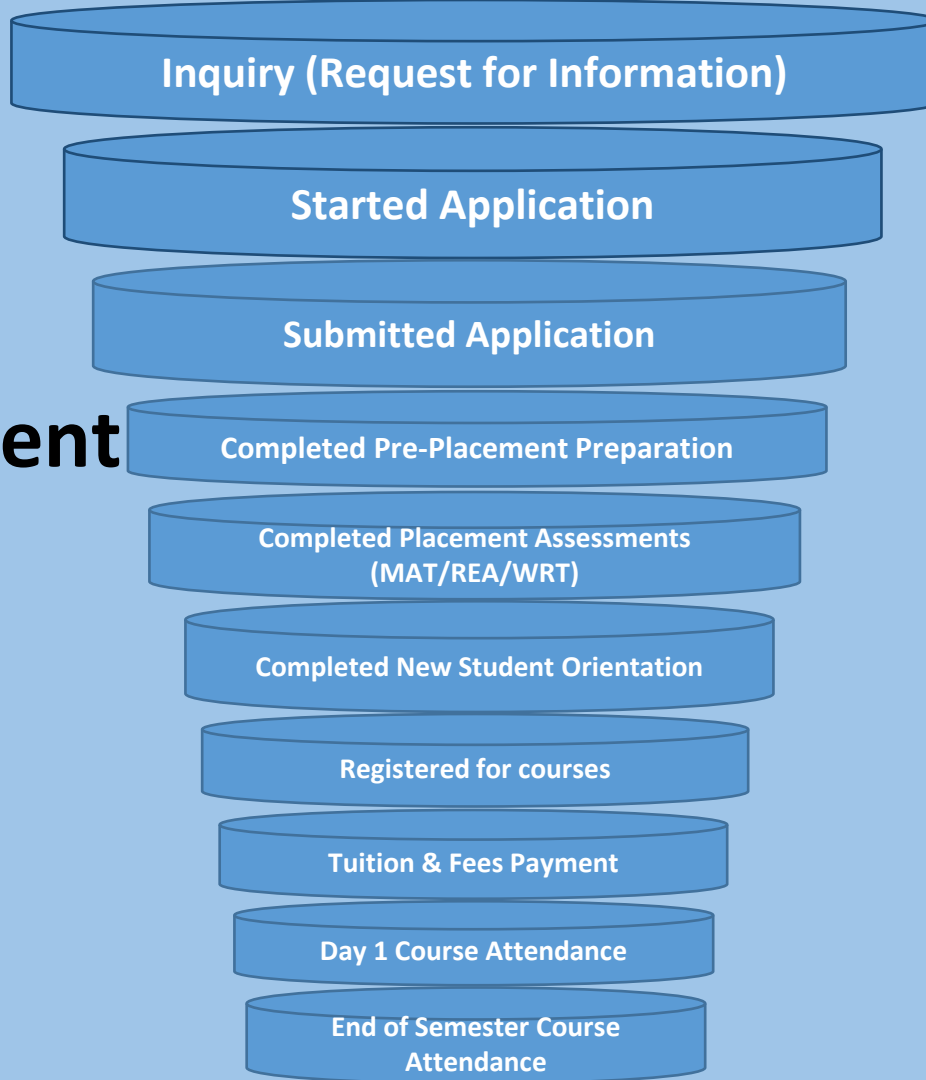
Standing Committee → Continuous Monitoring Workgroup

- Return on Investment (ROI): Impact, Effort, Cost
- Biannual Report (December 2016)

Dec. 2016 Biannual Review (KEY)

IMPLEMENTATION STATUS	KPI DATA COLLECTION & ANALYSIS	TARGETS MET?
FULLY IMPLEMENTED (100%)	ANALYSIS IS TAKING PLACE	TARGETS ARE EXCEEDING EXPECTATIONS
PARTIALLY IMPLEMENTED (99-50%)	DATA COLLECTION IS TAKING PLACE	TARGETS ARE MEETING EXPECTATIONS
BEGINNING IMPLEMENTATION (49-0%)	DATA COLLECTION HAS NOT YET COMMENCED	TARGETS ARE NOT MEETING EXPECTATIONS

Enrollment Funnel



New Admissions Application: Student Intent

Select Application Type

New Student

I have a high school diploma or equivalent like the GED or completed home school at the secondary level and want to attend College for the first time.

International Student

I'm a student from outside the United States.

Returning Student

I'm a previous Pima student wanting to take classes.

High School Student

I'm currently a high school student wanting to take college courses for both high school and college credit (Dual Enrollment) or college credit only (Early Admission).

Transfer Student

I'm transferring to Pima from another college or university and have never applied to Pima before.

Guest Student

I'm a student at another college or university and would just like to take a few other classes at Pima.

Adult Basic Education Student

I want to prepare for a High School Equivalency (HSE) exam like the GED, learn/improve my English, improve my basic skills in reading, writing or math, or learn about citizenship.

Community/Personal Development Student

I'm interested in noncredit courses or workshops for personal interest.

Workforce/Professional Student

I'm interested in workforce/skills training, Continuing Education Units (CEU) or taking classes arranged through my employer.

Mission KPI: Access

STUDENT PROGRESS FROM COLLEGE APPLICATION TO NEXT SPRING REGISTRATION

These tables can be filtered by student demographics with the "slicers" on the left.

Assessed **Attended Orientation**

ALL Applicants with Completed Application

Term	#	%	Assessed #	Assessed %	Attempted Registration #	Attempted Registration %	Survived Drop Date #	Survived Drop Date %	Survived Withdrawal Date #	Survived Withdrawal Date %	At Least One Successful Grade #	At Least One Successful Grade %	Registered for Spring #
Fall 2014	5,599	100%	3,517	63%	2,185	39%	2,110	38%	1,852	33%	1,390	25%	1,545
Fall 2015	4,852	100%	3,191	66%	2,045	42%	2,013	41%	1,786	37%	1,382	28%	1,466
Fall 2016	4,546	100%	2,763	61%	1,815	40%	1,800	40%					

Summary Last Four Spring Terms - Current Snapshot

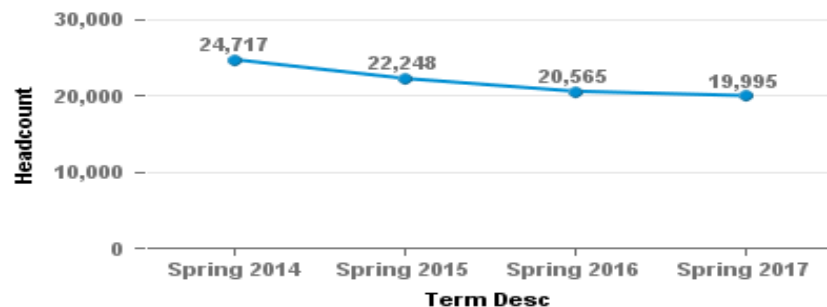
Data as of COB: 1/24/17

Filters:

	Spring 2014		Spring 2015		Spring 2016		Spring 2017	
	Measure	Pct Change	Measure	Pct Change	Measure	Pct Change	Measure	Pct Change
Total Headcount	24,717		22,248	-9.99%	20,565	-7.56%	19,995	-2.77%
Enrollment Count	67,368		60,814	-9.73%	55,428	-8.86%	53,102	-4.20%

Enrollment Term	201420	201520	201620	201720
Days from Start of Term	7	7	7	7
Snapshot Date	1/28/14	1/27/15	1/26/16	1/24/17
Term Start Date	1/21/14	1/20/15	1/19/16	1/17/17
Term End Date	5/20/14	5/19/15	5/17/16	5/16/17

Total Headcount Trend Last Four Spring Terms - Current Snapshot



Enrollment by any Parameter Last Four Spring Terms - Current Snapshot

Data as of COB: 1/25/17

Filters:

	Spring 2014				Spring 2015				Spring 2016				Spring 2017			
	#	Pct of Total	Change	Pct Change	#	Pct of Total	Change	Pct Change	#	Pct of Total	Change	Pct Change	#	Pct of Total	Change	Pct Change
17 & Below	487	0.73%			389	0.64%	-98	-20.12%	389	0.70%		0.00%	342	0.64%	-47	-12.08%
18-24	39,117	58.24%			36,255	59.56%	-2,862	-7.32%	34,116	61.50%	-2,139	-5.90%	33,326	62.82%	-790	-2.32%
25-39	19,554	29.11%			17,445	28.66%	-2,109	-10.79%	15,358	27.69%	-2,087	-11.96%	14,427	27.19%	-931	-6.06%
40 & Over	8,009	11.92%			6,781	11.14%	-1,228	-15.33%	5,606	10.11%	-1,175	-17.33%	4,959	9.35%	-647	-11.54%
Unknown	1	0.00%			2	0.00%	1	100.00%	1	0.00%	-1	-50.00%	0	0.00%	-1	-100.00%
Total:	67,168	100.00%			60,872	100.00%	-6,296	-9.37%	55,470	100.00%	-5,402	-8.87%	53,054	100.00%	-2,416	-4.36%

Enrollment by any Parameter Last Four Spring Terms - Current Snapshot

Data as of COB: 1/25/17

Filters:

	Spring 2014				Spring 2015				Spring 2016				Spring 2017			
	#	Pct of Total	Change	Pct Change	#	Pct of Total	Change	Pct Change	#	Pct of Total	Change	Pct Change	#	Pct of Total	Change	Pct Change
American Indian/Alaskan Native	1,597	2.38%			1,455	2.39%	-142	-8.89%	1,272	2.29%	-183	-12.58%	1,185	2.23%	-87	-6.84%
Asian	2,229	3.32%			2,140	3.52%	-89	-3.99%	1,762	3.18%	-378	-17.66%	1,809	3.41%	47	2.67%
Black, Non-Hispanic	3,329	4.96%			2,944	4.84%	-385	-11.57%	2,480	4.47%	-464	-15.76%	2,605	4.91%	125	5.04%
Hispanic	27,724	41.28%			25,542	41.96%	-2,182	-7.87%	23,808	42.92%	-1,734	-6.79%	22,769	42.92%	-1,039	-4.36%
Native Hawaiian or Pacific Islander	189	0.28%			176	0.29%	-13	-6.88%	256	0.46%	80	45.45%	232	0.44%	-24	-9.38%
Race and Ethnicity Unknown	960	1.43%			958	1.57%	-2	-0.21%	1,086	1.96%	128	13.36%	1,095	2.06%	9	0.83%
Two or More Races	2,212	3.29%			2,046	3.36%	-166	-7.50%	2,039	3.68%	-7	-0.34%	2,000	3.77%	-39	-1.91%
White, Non-Hispanic	28,928	43.07%			25,611	42.07%	-3,317	-11.47%	22,767	41.04%	-2,844	-11.10%	21,359	40.26%	-1,408	-6.18%
Total:	67,168	100.00%			60,872	100.00%	-6,296	-9.37%	55,470	100.00%	-5,402	-8.87%	53,054	100.00%	-2,416	-4.36%

What's New in Spring 2017

- Admissions Application in Beta Testing (New Students)
- Use of Salesforce as a CRM
 - Additional units trained and tasked with Enrollment Funnel conversion
 - Adult Education, International, Workforce/Community Education
 - Automated Residency Determination
- Program Review & Curriculum Analysis: Guided Pathways Foundation
- PCC4Me at East Campus (100 confirmed from Vail already)
- New Community Partners: Foster Youth & Grandparents; Pathways to Prosperity
- In-reach events (FAFSA/Loan Repayment/Budgeting/Exit Counseling)
- New Assigned Advisors hired/trained/deployed

Service Excellence: Barrier Breakers Creating WOW Moments!



Marketing

Pima Community College employs an integrated marketing approach to advance the college's messages and drive action in enrollment, engagement, philanthropy and on our legislative agenda.

Comprises:

- College Website
- Advertising
- Publications
- News Media Relations
- Community Engagement
- Community Outreach
- Social media
- Email
- Internal marketing (retention)
- Internal communication
- Student recruiting
- Constituent communications

Current efforts: Research

- **WEBSITE:** Conducting a Web audit to determine key audience, messaging, needed resources, governance and sustainability.
- **COMMUNICATIONS AUDIT:** Reviewing materials in “enrollment funnel” for clarity, consistency, message and audience
- **SECRET SHOPPING:** Assessing communication at the College’s various “front doors,” including website, calls and in person
- **ASSESSMENT OF “Applied but didn’t enroll”:** The College plans to contact people to determine why people didn’t make it to enrollment

The last three will help inform communications and recruitment tactics.

Current efforts: Action items

- **ADVERTISING:**

PCC will continue to use the “Think Smart” creative with minor updates. Advertising will focus on digital and radio, with some outdoor and direct mail.

Efforts will be to create “leads” that can be followed through the enrollment process.

Areas of marketing focus will include those with 1) capacity to grow 2) efficiency of reaching potential students and 3) meaningful talking points e.g: leads to jobs, ease of transfer to four year, and discounted tuition for 55+, etc.

Examples:

- May 2017 High School Graduates
- Age 55+ students
- Allied health programs (Surgical Technology, Radiologic Technology, Respiratory Care, Massage Therapy, Pharmacy Tech, etc.)
- Transfer in Psychology, Elementary Education, Physiology, Business, Political Science, Pre-Law [fields with capacity and transferability]
- Pima Online
- IBest programs (Adult Ed)

Current efforts: Action items

Marketing to known contacts:

- People who have inquired about PCC programs but not enrolled
- Students who need only 1 or 2 classes to graduate but stopped out
- People who have applied but not enrolled
- Students who have taken the ACT, but scored just below U of A cut off
- Students who have financial aid but not enrolled

Current efforts: Action items

- **Social media – Expand social media presence** through “campus ambassadors” who Tweet and Post; Encouraging sharing of good news on Facebook, Twitter and Linked-In; take advantage of new tools such as Facebook Live and video.
- **Publications** – Development of formal College Viewbook and revision of program brochures, including some Spanish Language and tribal language publications.
- **Internal Marketing Campaigns** to encourage retention, e.g. “Enroll Before You Go,” to encourage Fall registration prior to Summer break or “Express Enrollment” campaigns.

Current efforts: Action items

- **Community outreach:** Expand the College's presence in the community through speaking engagements, events presence, outreach center activities, special events, and email communication to "friends of PCC" and other constituents.
- **Earned Media:** Increase the number of positive news stories
- **"PCC Proud" Campaign:** Faculty, staff and students carry positive PCC messages to the community through use of bumper stickers, T-shirts, social media, volunteer activities, etc.
- **"Guerrilla Marketing" efforts:** *Low cost, high impact tools* such as PCC bumper stickers and other stickers, yard signs to promote enrollment, social media, radio interviews, posters, stencil graffiti or chalking, special events, student and faculty parking hang tags, College Mascot, etc.

Current efforts: Thinking bigger

- Development of community-based “college going” campaigns, which pull together multiple partners to increase college-attainment rates
 - Examples 55,000 Degrees and Pipeline to Jobs.
<http://www.55000degrees.org/>
<http://www.pipelinetojobs.com/>
 - Employer Supported efforts: Program-based partnerships
Examples: **Toyota T-TEN** (Toyota funding support and support from dealerships who provide paid internships) <http://www.toyota.com/usa/tten/>

KYFAME: Manufacturing-based partnership. Manufacturers recruit students and provide paid internships <http://kyfame.com/>