

Pima Community College



Spring 2016 Update

Introduction

In late April and early May 2016, the Strategic Planning Committee reviewed the 2014-2017 Strategic Plan and the following items were discussed:

- Alignment between the plan and the recently approved Mission Fulfillment Framework
- Selection of key performance indicators (KPIs) through which the College could monitor progress on the plan

It had originally been planned that these items would be discussed in Spring 2015. However, the mission review process took longer than initially planned and the full mission fulfillment framework was not approved until April 2016.

It was determined by the committee that the strategic directions are consistent with the mission fulfillment framework. The committee also concluded that no changes are currently needed to the strategic directions as the College will be embarking on a comprehensive planning year in 2016-2017 through which the next strategic plan will be developed. Through that process, emerging needs at the College will be incorporated into the plan.

This document reaffirms the College's commitment to the following strategic directions, recognizing the alignment between these areas and the mission of the College. It builds upon the original plan document by including KPIs, as identified by the Strategic Planning Committee, through which the institution will monitor its progress. Where possible, the KPIs are drawn from the mission KPIs, as approved by the Board of Governors in April 2016.

Strategic Direction 1. Reaffirm HLC accreditation and fully commit to the HLC guiding values

KPIs for this strategic direction will be handled by the operational effectiveness and operational planning documents of the Office of the Assistant Vice Chancellor of Accreditation and Quality Improvement, as this item falls directly within the responsibility of that office.

- 1.1. Submit the Self Study.
- 1.2. Host the site visit.
- 1.3. Attend the HLC hearing.
- 1.4. Implement the recommendations from the HLC.
- 1.5. Create an infrastructure that will institutionalize accreditation and compliance matters.

Strategic Direction 2. Improve access and student success

2.1. Operationalize the recommendations from the Developmental Education Redesign Committee.

KPI:

- *Voluntary Framework of Accountability (VFA) measure on the percent of students who become college ready in a developmental education subject (from the College's Core Theme of Student Success)*

2.2. Implement changes based on the findings of the Student Services Redesign Committee.

KPIs:

- *Student progress from application to enrollment in following spring (from the College's Core Theme of Access)*
- *A new key performance indicator will be developed to assess student satisfaction with the redesigned services*

2.3. Increase college enrollment, especially first-generation college students, students over 25, Hispanic students, and other underrepresented populations.

KPI:

- *VFA Main Cohort disaggregated for named populations (as reported under the College's Core Theme of Diversity, Inclusion and Global Education)*

2.4. Increase the rate at which students with a transfer goal successfully transfer to a four-year college/university.

KPIs:

- *Grade distribution of PCC students at the state universities (from the College's Core Theme of Teaching and Program Excellence)*
- *Existing student intent data will be evaluated to determine whether the College has available data to meaningfully identify students with a transfer goal. If adequate data are available, the College will track the percentage of students who self-identified a transfer intent and went on to transfer. A two and six year timeframe will be used, consistent with the VFA reporting periods.*

2.5. Use data to identify student "loss and momentum points" along educational pathways and provide student and instructional support at such key points.

KPI:

- *Student progress from application to enrollment in following spring (from the College's Core Theme of Access)*

2.6. Reconfigure career programs using instructional pathways built upon stackable credentials and completion points.

KPI:

- *Baseline information will be collected by the Office of Institutional Research, Planning and Effectiveness from the relevant occupational advisory boards to determine if the programs that currently offer stackable credentials and those for which industry consider them worthwhile. Ongoing data collection will be through the Occupational Program External Advisory Committees (OPEACs).*

2.7. Develop and implement a strategic enrollment management plan.

KPI:

- *The strategic enrollment management plan has been prepared. Progress on the plan will be monitored through KPIs that are embedded within the plan document.*

Strategic Direction 3. Foster partnerships to strengthen educational opportunities in response to community needs.

KPIs: Several of the goals within this direction are closely related and can be measured through similar indicators. The following KPIs will be used across all goals within this strategic direction to monitor progress, unless otherwise noted:

- *Results of the Community Perceptions Survey (from the planned future improvements for the College's Core Theme of Access)*
- *Engagement of Employees and Students with the Community (from the College's Core Theme of Community Engagement): the College will develop a means to collect information on engagement activities via a survey in the short-term and apply for the Carnegie Classification of Community Engagement in 2020.*

3.1. Rebuild PCC image and build a more trusting relationship between PCC and traditionally marginalized populations.

3.2. Develop high school partnerships to increase college-readiness for all high school graduates.

Additional KPIs:

- *Proportion of recent high school graduates attending classes at PCC, with sub-populations by school, compared with the full college-going rate (from the College's Core Theme of Access)*
- *Proportion of students placing into developmental education by high school*

3.3. Expand community partnership to more fully engage all demographic segments associated with traditionally marginalized populations.

3.4. Engage with community partners to provide a welcome and supportive pathway to PCC.

Additional KPIs:

- *The College will administer a non-returning student survey to find out about the issues that students encounter during their time at the institution, as included in planned future improvements for the mission KPIs (for the College's Core Theme of Access). KPIs for this goal will include monitoring progress points aligned with any identified barriers.*
- *Number of dual enrollment sections, duplicated count of students in those sections, proportion of schools at which PCC offers dual enrollment courses and the number of subject areas offered (from the College's Core Theme of Community Engagement)*
- *Placement data and follow-up with placement testing occurring outside of Pima (e.g. high schools, Joint Technical Education District, etc.) as a means of connecting with potential students*

3.5. Develop community-based partnerships to encourage enrollment in college, especially for those students who would be first-generation in college.

3.6. Restore trust within our external and internal communities.

Strategic Direction 4. Improve responsiveness to the needs of business community and economic development opportunities

4.1. Redesign/reinvent occupational programs/curriculum based upon clearly defined industry-recognized credentials in partnership with industry

KPI:

- *The OPEACs will be leveraged to track the number of redesigned/reinvented occupational programs/curriculum where the changes have been based on the evaluation of clearly defined industry-recognized credentials or needs in partnership with local industry (from the planned future improvements for the mission KPIs for the Core Theme Teaching and Program Excellence).*

4.2. Partner with industry to customize educational/training programs (content and format)

KPI:

- *Data on OPEACs will be collected via template, including, but not limited to participants, what was discussed in meetings, action items, completion of action items, etc. in terms of the input the College is receiving from industry. Measurement of quality needs to be established within the data collection (from the planned future improvements for the mission KPIs for the College's Core Theme of Teaching and Program Excellence).*

4.3. Utilize multiple delivery formats, including non-traditional, non-term based and accelerated courses instructional modes as needed based on industry input

KPI:

- *The College lacks information from industry on needed delivery formats, time of day to offer courses, etc. As part of the data collection described for 4.2, questions will include needed delivery formats, days of week, etc. to provide a baseline.*

4.4. Establish internal processes that enable the College to respond to current and emerging workforce/industry needs in an accelerated manner

KPI:

- *This goal falls within the area of responsibility of the Curriculum and Workforce Development operational units. KPIs within those unit's effectiveness and planning documents will be used to monitor progress on this item.*

4.5. Partner with industry leaders to provide the skilled workforce necessary to grow the following emerging sectors: aerospace, defense, biosciences, healthcare and renewable energy

KPI:

- *The Office of Institutional Research, Planning and Effectiveness will utilize the EMSI employment data and identify local employers within these areas. Information will be shared with the relevant programs and OPEACs so those groups can expand membership or review curriculum needs as appropriate. Data will then be collected on progress through the data collection described for 4.2.*

4.6. Develop and foster career pathways in collaboration with industry, including:

Readiness:

- a. Adult Basic Education
- b. Developmental education (connect to redesign)
- c. Job readiness
- d. Contextualized ABE and ESL (IBEST, Bridge)

Career:

- a. Contextualized ABE and ESL (IBEST, Bridge)
- b. Transfer and career/occupational programs, using instructional pathways built upon stackable credentials and multiple completion points

KPI:

- *Student progress from application to enrollment in following spring, enhanced to include Adult Education and other specialized offerings (modified from the College's Core Theme of Access)*
- *Data collection described under 4.2 will also be leveraged to measure progress in this area.*

Strategic Direction 5. Increase diversity, inclusion, and global education

5.1. Strengthen the commitment to global education and infuse international awareness within our institution – for students, for faculty, for staff and for the community we serve.

KPIs:

- *Community College Survey of Student Engagement and Community College Faculty Survey of Student Engagement results on diversity (from the College's Core Theme of Diversity, Inclusion and Global Education)*
- *Counts of international students (from the College's Core Theme of Diversity, Inclusion and Global Education)*
- *College's investment in global education*

5.2. Prepare our students for work and citizenship in an increasingly global society.

KPIs:

- *Count of courses with mention of global ideas/issues in course descriptions or outlines*
- *The survey on engagement of employees and students with the community described under Strategic Direction 3 will be utilized to collect data on international partnerships and engagements as well as local activities.*

5.3. Diversify the workforce of Pima Community College

KPIs:

- *Employee demographics from the Integrated Postsecondary Education Data System (from the College's Core Theme of Diversity, Inclusion and Global Education)*
- *Demographics of the applicant pool for PCC positions (from the College's Core Theme of Diversity, Inclusion and Global Education)*

Strategic Direction 6. Develop a culture of organizational learning, employee accountability, and employee development

KPIs for this Strategic Direction are handled by the operational effectiveness and operational planning documents of the units within Human Resources, Institutional Research, Planning and Effectiveness and other relevant areas. Separate KPIs for the strategic plan are not needed as these items are all unit-based efforts.

6.1. Create systems and processes that increase constructive/collaborative employee engagement through cross-functional, interdisciplinary activities (i.e. job shadowing, mentoring, training, professional development, exchange programs, operational teams).

6.2. Create structures and mechanisms to build a culture of excellence that fosters accountability, leadership, and continuous improvement at all levels.

6.3. Align existing policies and procedures and develop new policies, procedures, and support structures that provide for and enable constructive employee engagement.

6.4. Create structures and mechanisms to build a culture of data informed decision making at all levels. This will include people, process, and technology supporting Business Intelligence.