

## Possible Strategic Directions for Pima Community College for 2017-2020

This listing summarizes possible strategic directions for the College for the period of 2017 through 2020. Items are grouped by:

- Chancellor's priorities for the College
- Strategic goals from the 2014-2017 strategic plan that could continue into the next plan
- Opportunities identified from the mission key performance indicators
- Topics identified by the College's Strategic Planning Team based on the:
  - Environmental scan
  - Competitor analysis
  - Institutional context
  - Strengths, weakness, opportunities and threats analysis

Similar items are, in some cases, included in more than one section. Note that the listing here gives summary points only. Based on your input today, the College's Strategic Planning Team will identify three overarching priorities for the College and broad goals within those priorities. The final language will embed indicators through which the institution will monitor its progress, with the following components included for each priority and goal:

1. **Baseline:** The College's current level of performance.
2. **Goal:** The level the College seeks to reach within the specified time frame.
3. **Gap:** The difference between the goal and baseline.
4. **Cost:** The cost or impact of the current performance gap. This may not be financial, it could be, for example, student success or retention.
5. **Time:** The estimated time required to close the gap.

### ***Example: Improve student success in developmental mathematics***

Currently, one in four (22.3%) VFA Main Cohort students who place into developmental math successfully complete a college-level course within six years (nationally, it is 28.5%). This means three out of four developmental math students are unable to complete college-level math, which prevents them from completing a certificate or degree with PCC. The lifetime cumulative earnings for people with an Associate Degree is approximately \$100,000 higher than for people with high school only (as reported by the College Board), which provides an estimate of the cost, in the form of lost earnings, to the students who do not complete college-level math. There is also a cost to the institution in lost enrollment from the higher level courses. To address this issue, through the 2017-2020 Strategic Plan, PCC seeks to reduce this gap and ensure that for the VFA Main Cohort students starting at PCC in fall 2018 who place in developmental math, two in four of those students will complete college-level math by spring 2020. This reduces the current gap and positions the institution as a premier college in developmental math education.

## Chancellor's priorities for the College

1. Increase enrollment.
2. Ensure long-term financial stability.
3. Reinforce systems and processes for ongoing compliance with all applicable federal, accreditation, state and local regulations and requirements.

## Strategic goals from the 2014-2017 Strategic Plan that could continue into the next plan (numbers correspond to strategic goal number in the current strategic plan):

4. **2.3:** Increase college enrollment, especially first generation college students, students over 25, Hispanic/Latino students, and other underrepresented populations.
5. **2.4:** Increase the rate at which students with a transfer goal successfully transfer to a four year college/university.
6. **2.6:** Reconfigure career programs using instructional pathways built upon stackable credentials and completion points.
7. **3.1:** Rebuild PCC image and build a more trusting relationship between PCC and traditionally marginalized populations.
8. **3.3:** Expand community partnership to more fully engage all demographic segments associated with traditionally marginalized populations.
9. **3.5:** Develop community based partnerships to encourage enrollment in college, especially for those students who would be first generation in college.
10. **3.6:** Restore trust within our external and internal communities.
11. **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.
12. **5.2:** Prepare our students for work and citizenship in an increasingly global society.
13. **5.3:** Diversify the workforce of Pima Community College.
14. **6.2:** Create structures and mechanisms to build a culture of excellence that fosters accountability, leadership, and continuous improvement at all levels.
15. **6.3:** Align existing policies and procedures and develop new policies, procedures, and support structures that provide for and enable constructive employee engagement.

## Opportunities identified from the Mission Key Performance Indicators:

Based on a review of the mission key performance indicators, the following opportunities were identified as the most high-impact data points that the College could focus efforts on and improve.

16. Fall to next term retention for Pima's fall 2013 main cohort in the Voluntary Framework of Accountability (VFA) was 62.7%. For part time students in the cohort, who represent over 50% of the students, fall to next term retention was 50.1% compared with 76.6% for full time students.
17. Fall to next term retention for Pima's fall 2013 main cohort in the Voluntary Framework of Accountability (VFA) was 62.7%. For students in the cohort who received Pell grants, fall to next term retention was 75.6%, compared with 52.3% for students who did not.
18. For Pima's fall 2009 main cohort from the VFA, of the students who placed into developmental mathematics, 22.3% successfully completed a college-level mathematics class within six years.
19. For Pima's fall 2009 main cohort from the VFA, 32.8% did not receive an award from Pima but transferred to another institution within six years.
20. For Pima's fall 2009 main cohort from the VFA, 37.1% left Pima with less than 30 credit hours completed, no degree/certificate and did not transfer to another institution in six years.
21. For Pima's fall 2009 main cohort from the VFA, 15.6% earned a degree or certificate within six years.
22. For Pima's fall 2009 main cohort from the VFA, low income students (defined as those receiving Pell grants) are completing degrees at a higher rate (17.7%) than non-Pell students (14.2%).
23. Hispanic/Latino students are slightly less successful than White, Non-Hispanic/Non-Latino students as reported in the federal 150% graduation rate (3.1% compared with 4.4%), but the six-year VFA outcomes show the opposite (16.6% compared with 15.3%).
24. For fall 2016, 39% of students who completed the application did not take the placement tests.
25. For fall 2016, 60% of students who completed the application did not attempt to register for classes.
26. Enrollment is continuing to drop at the College.
27. Pima's scores on the Community College Survey of Student Engagement (CCSSE) benchmark "Student-Faculty Interaction" are close to the national average for extra-large colleges, but the mean is consistently lower for PCC (excluding the question on student perceptions about receiving prompt feedback from instructors for which the mean was slightly higher for PCC).
28. For the CCSSE question on how well the College emphasizes "providing the financial support you need to afford your education," Pima had 18.5% "very much" responses, which is lower than the average for extra-large colleges (25.2%). Pima had 29.8% "very little" responses for this question, compared with 23.7% for the average across all participating extra-large college.
29. Based on American Community Survey data, while 30.1% of Pima County residents aged 25 years and older are Hispanic/Latino, only 12.7% of Pima County residents aged 25 years and older who hold a Bachelor's Degree or higher are Hispanic/Latino. For comparison, these percentages are 60.5% and 77.9%, respectively, for White, Non-Hispanic/Non-Latino Pima County residents.

**Topics identified by the College's Strategic Planning Team based on the:**

- *Environmental scan*
  - *Competitor analysis*
  - *Institutional context*
  - *Strengths, weakness, opportunities and threats analysis*
30. Align College programs, processes, systems and resources to support economic opportunities within Pima County through relationships with local business and industry.
  31. Establish guided pathways for in-demand programs.
  32. Commit to offering services and support to help those students in the most need of assistance.
  33. Improve how we reach out to middle and high school students.
  34. Increase support for underprepared students in developmental education and those seeking high school equivalency.
  35. Improve College communication, both internal and external.
  36. Fully integrate diversity and inclusion throughout the College.
  37. Increase professional development opportunities for faculty, staff and administrators, with a focus on technology.
  38. Build appropriate structures to support change at the College.
  39. Optimize use of College facilities.
  40. Prepare the College for financial challenges ahead.
  41. Review programs and services at the College in terms of possible changes due to the current political climate.
  42. Take steps to improve the external perception of the College.
  43. Align College programs and offerings to address the changing competitive educational environment in the country, for example, online programs and flexible schedules.
  44. Provide meaningful educational opportunities that reflect the changing societal perception of education and the increasing value of industry credentials over Associate Degrees and Certificates (e.g. competency compared with degree).
  45. Improve the alignment of programs with community need.
  46. Engage with Pima County residents aged 25 and above who do not have any higher education experience.
  47. Improve partnerships with and enhance dual enrollment offerings at the high schools.
  48. Rebrand the College.

49. Expand offerings within southern Arizona.
50. Provide a consistent student experience by reviewing College processes and aligning them across campuses.
51. Streamline the decision-making hierarchy at the College to support faster changes and increase employee ownership of initiatives.
52. Align staffing and facilities to current enrollment level.
53. Improve College culture with a focus on trust, transparency, supporting change and accountability across all levels of the institution.
54. Build on the use of technology in the classroom and online.
55. Provide opportunities that are relevant to working adults in light of the current lower unemployment rates.