Agenda

1. EMP Criteria
2. EMP Report Outline
3. National Trends
4. Timeline for Completion
Requested Criteria for Development of the Educational Master Plan:

- Researched-based: Give background details, tell the entire story, cite sources
- Data Driven: Strategies must have history of success. If not, omit from plan
- Describe High Impact Practices that are making a difference at other CC’s
- Be cognizant of ongoing fiscal constraints
- Must be ‘student-centered’. Focus is on student success
ONE: History, Physical Assets, Institutional Trends

Contents:
History
Physical Assets
Recent Critical Events
  • HLC
  • State Funding
Institutional Data
  • College-wide
  • Campus level
Completions
AZ Transfer

<table>
<thead>
<tr>
<th>Campus/Centre</th>
<th>Duplicated HC</th>
<th>FTSE</th>
<th>Duplicated HC</th>
<th>FTSE</th>
<th>% Change FTSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Campus</td>
<td>5,193</td>
<td>801</td>
<td>4,449</td>
<td>670</td>
<td>-10%</td>
</tr>
<tr>
<td>Desert Vista Campus</td>
<td>5,376</td>
<td>1,080</td>
<td>3,861</td>
<td>775</td>
<td>-28%</td>
</tr>
<tr>
<td>Downtown Campus</td>
<td>10,492</td>
<td>1,974</td>
<td>7,012</td>
<td>1,322</td>
<td>-33%</td>
</tr>
<tr>
<td>East Campus</td>
<td>7,656</td>
<td>1,588</td>
<td>4,881</td>
<td>1,039</td>
<td>-35%</td>
</tr>
<tr>
<td>Northwest Campus</td>
<td>6,578</td>
<td>1,375</td>
<td>3,910</td>
<td>823</td>
<td>-40%</td>
</tr>
<tr>
<td>West Campus</td>
<td>12,567</td>
<td>2,804</td>
<td>9,167</td>
<td>2,032</td>
<td>-28%</td>
</tr>
<tr>
<td>Public Safety Emergency Institute</td>
<td>229</td>
<td>53</td>
<td>145</td>
<td>32</td>
<td>-39%</td>
</tr>
<tr>
<td>Davis-Monthan AFB</td>
<td>0</td>
<td>0</td>
<td>327</td>
<td>46</td>
<td>0%</td>
</tr>
</tbody>
</table>
TWO: Internal Planning Documentation

What are plan components?
How are documents related?
Priorities for implementation?
THREE: National Trends / Best Practices

- National Models
- Relevant List of Publications
- Best Practices
- Effectiveness/Success Research
- Challenges and Opportunities
Future Students

Generation Alpha

Verbal
- Sit & listen
- Teacher

Content (what)
- Curriculum centred
- Closed book exams

Visual
- Try & see
- Facilitator

Process (how)
- Learner centric
- Open book world

---

<table>
<thead>
<tr>
<th>Generation X</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Media</td>
<td>3.99%</td>
</tr>
<tr>
<td>Information Search</td>
<td>9.07%</td>
</tr>
<tr>
<td>Internet Shopping</td>
<td>19.93%</td>
</tr>
<tr>
<td>Downloads</td>
<td>12.15%</td>
</tr>
<tr>
<td>Instant Messaging</td>
<td>4.66%</td>
</tr>
<tr>
<td>Email</td>
<td>12.06%</td>
</tr>
</tbody>
</table>

- Mobile Phones/Tables
- Laptops/Desktop computers

---

SMITHGROUP JJR+ Paulien
WHAT IS THE OPPORTUNITY DIVIDE?

Millions of young adults in the US have talent and motivation, but lack opportunity. At the same time, companies have opportunities available, but lack the talent they need to succeed.

6 MILLION YOUNG ADULTS are disconnected from stable career pathways.

12 MILLION JOBS requiring post-secondary education will go unfilled in the next decade.

WE TALK WITH COMPANIES to understand the skills they need but struggle to find in new hires.

YOUNG ADULTS INTERN FOR SIX MONTHS with one of our partner companies, applying their skills and gaining critical work experience.

WE IDENTIFY URBAN YOUNG ADULTS who are highly motivated but lack opportunities to enter the mainstream economy.

YOUNG ADULTS SPEND SIX MONTHS in the classroom learning the skills employers are looking for, including soft skills.

YOUNG ADULTS GRADUATE ready to launch a meaningful career and contribute to our economy and community.
PER SCHOLAS NATIONAL

429%

INCREASE IN POST-TRAINING INCOME

Typical Per Scholas grads have a pre-training income of $7,000 and post-training income of $30,000 or often much more.

20%

of community college students graduate within three years.*

85%

of Per Scholas students graduate in fourteen weeks or less. And, 80% of those graduates land jobs.

$30K

is the average amount of student loan debt for a college graduate in 2013.*

$0

is the amount of money it costs a person to get trained, certified and placed in a tech career at Per Scholas.

HOW WE DO IT

WE LISTEN
We design industry- and job-specific courses based on IT employers’ needs.

WE TRAIN
We teach tailored curricula to motivated students from overlooked talent pools free of charge.

WE CONNECT
We match talented graduates to employers, providing career support all the while.

SMITHGROUP JJR+ Paulien
## CC Pathway Models Compared

<table>
<thead>
<tr>
<th>Self-Service (Status Quo)</th>
<th>Guided Pathways</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program paths unclear</td>
<td>Clear roadmaps to student end goals</td>
</tr>
<tr>
<td>Too many choices → unpredictable, gap-filled schedules</td>
<td>Default program maps → whole-program plans → block schedules</td>
</tr>
<tr>
<td>Optional career / college planning</td>
<td>Exploratory majors</td>
</tr>
<tr>
<td>Intake designed to sort students</td>
<td>Intake system redesigned as “on-ramp” to program of study</td>
</tr>
<tr>
<td>Pre-requisite remediation focused on Algebra &amp; English composition</td>
<td>Integrated, contextualized academic support for program “gatekeepers”</td>
</tr>
<tr>
<td>Students’ progress not monitored, limited feedback</td>
<td>Proactive progress tracking, feedback, support</td>
</tr>
</tbody>
</table>
Guided Pathways to Success (GPS)

- Whole Programs of Study
- No Wasted Credits
- Informed Choice
- Default Pathways
- Intrusive On-time Advising
- On-time Graduation
- Milestone Courses
- End-to-end Design
- Workforce Connection
- Clear progress toward completion
- Workforce Connection
Guided Pathway Models

- Advanced Manufacturing
- Healthcare
- Business and Professional Services
- Information Technology
- Construction Technology and Drafting
- Liberal Arts
- Culinary Arts and Hospitality
- Life and Physical Sciences
- Education
- Transportation, Distribution, and Logistics
Credit for Prior Learning - Credentials

Florida Department of Education
Statewide Articulation Agreement
Industry Certification to AAS/AS Degree Program

AAS/AS Degree Name: Air Conditioning, Refrigeration, Heating System Technology
CIP Number(s): AAS: 0615050100* AS: 1815050100*
Industry Certification: Air Conditioning Service Technician
Code: NATEX001
College Credit: This Gold Standard Career Pathways Statewide Articulation Agreement guarantees the minimum award of course credits or a block of credit toward the above AAS/AS program is 3 hours of credit. This agreement does not preclude the awarding of additional credits by any college through local agreements.
Validation Mechanism:
To be eligible for articulation, the student must show evidence of their current Air Conditioning Service Technician certification and it must have been issued within three (3) years prior to their enrollment in the program.

Ivy Tech Community College

**TRAINING AND CERTIFICATION CROSSWALK - MAY 2015**
http://www.ivytech.edu/prior-learning

For questions about this crosswalk, contact Marcus Kolb, 317-916-7810

**All certifications or licenses must be current and valid. Training must be documented with ACE transcript**

<table>
<thead>
<tr>
<th>Students with certifications in the following areas</th>
<th>Will receive credit for the following courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CompTIA Network+</td>
<td>NETI 106 Workforce Preparation: CompTIA Network+ Certification</td>
</tr>
<tr>
<td>1Z0-803 Java SE7 Programmer I</td>
<td>SDEV 206 Software Development using Java</td>
</tr>
<tr>
<td>LX0-101 CompTIA Linux+ Exam 1 and</td>
<td>SVAD 116 Linux Administration I and</td>
</tr>
<tr>
<td>LX0-102 CompTIA Linux+ Exam 2</td>
<td>SVAD 117 Workforce Preparation: CompTIA Linux+ Certification</td>
</tr>
<tr>
<td>70-687 Configuring Windows 8 and</td>
<td>SVAD 121 Enterprise Computing</td>
</tr>
<tr>
<td>98-355 Windows Server Administration Fundamentals</td>
<td></td>
</tr>
<tr>
<td>LPIC 201 Advanced Level Linux Certification</td>
<td>SVAD 216 Linux Administration II and</td>
</tr>
<tr>
<td></td>
<td>SVAD 217 Workforce Preparation: LPIC II-201 Certification</td>
</tr>
</tbody>
</table>

Johnson County Community College
Industry Credentials to Credit Degrees

SMITHGROUP JJR+ Paulien
Centers of EXCELLENCE

STLCC’s four Centers of Excellence focus on information technology, digital and visual arts technology, advanced manufacturing, and plant and life sciences. The four centers provide dynamic and flexible credit and non-credit programming.

Center for Emerging and Advanced Information Technology
  Forest Park Campus
  Digital Arts and Technology Alliance
  Meramec Campus
  Emerson Center for Engineering and Manufacturing
  Florissant Valley Campus
  Center for Plant and Life Sciences
  Bridge Park Site
Centers of Excellence

Art
Dance
Journalism & Mass Communications
Media Arts and Filmmaking
Music
Recording Arts & Technology
Theatre Arts
Visual Communication & Design

Creative Arts Academy

Private Lessons
Music Classes
Creative Arts Academy Summer Camps

Center for Creative Arts

Overarching Goal
To cultivate a creative community and sustain the arts throughout Northeast Ohio by providing access to a wide range of high-quality academic programs and public events, facilitated by exceptional faculty and visiting artists using state-of-the-art facilities and technology in a collaborative, interdisciplinary environment.
Active Learning: Student Engagement Strategies
Collaborative Learning / Engagement Spaces
FOUR: State and Regional Overview

- EMSI Economic Overview
- Sun Corridor Inc. and Tucson Regional Economic Opportunities
- Pima County Workforce Investment Board
- City of Tucson Economic Development
- Arizona Office of Employment and Population Statistics
- Arizona Department of Education
- Latino/Hispanic College Success Factors Research
- Career Pathways and Stackable Credentials - Best Practices Research
- Tucson Hispanic Chamber of Commerce
- Research on Multi-Campus Institutions

PCC Educational Master Plan
# FIVE: Plan Specific Research

## EMSI Gap Analysis

### Programmatic Areas of Opportunity

<table>
<thead>
<tr>
<th>SOC</th>
<th>SOC Title</th>
<th>Average Annual Openings</th>
<th>Average Annual Completers</th>
<th>Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>11-9141</td>
<td>Property, Real Estate, and Community Association Managers</td>
<td>109</td>
<td>0</td>
<td>109</td>
</tr>
<tr>
<td>47-2031</td>
<td>Carpenters</td>
<td>69</td>
<td>0</td>
<td>69</td>
</tr>
<tr>
<td>47-2152</td>
<td>Plumbers, Pipefitters, and Steamfitters</td>
<td>60</td>
<td>0</td>
<td>60</td>
</tr>
<tr>
<td>33-3012</td>
<td>Correctional Officers and Jailers</td>
<td>53</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>41-9022</td>
<td>Real Estate Sales Agents</td>
<td>49</td>
<td>0</td>
<td>49</td>
</tr>
<tr>
<td>47-2073</td>
<td>Operating Engineers and Other Construction Equipment Operators</td>
<td>40</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>51-9061</td>
<td>Inspectors, Testers, Sorters, Samplers, and Weighers</td>
<td>34</td>
<td>0</td>
<td>34</td>
</tr>
<tr>
<td>49-3042</td>
<td>Mobile Heavy Equipment Mechanics, Except Engines</td>
<td>30</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>49-9041</td>
<td>Industrial Machinery Mechanics</td>
<td>27</td>
<td>0</td>
<td>27</td>
</tr>
<tr>
<td>41-3021</td>
<td>Insurance Sales Agents</td>
<td>26</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>47-2211</td>
<td>Sheet Metal Workers</td>
<td>25</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>49-9098</td>
<td>Helpers--Installation, Maintenance, and Repair Workers</td>
<td>25</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>33-9099</td>
<td>Protective Service Workers, All Other</td>
<td>24</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>49-9099</td>
<td>Installation, Maintenance, and Repair Workers, All Other</td>
<td>24</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>47-2221</td>
<td>Structural Iron and Steel Workers</td>
<td>23</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>47-5081</td>
<td>Helpers--Extraction Workers</td>
<td>23</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>49-3031</td>
<td>Bus and Truck Mechanics and Diesel Engine Specialists</td>
<td>22</td>
<td>0</td>
<td>22</td>
</tr>
</tbody>
</table>

## GIS Analysis
SIX: Strategic Framework

Our North Star:
- Student Success
- Community Engagement
- Diversity

“Our goal is to become one of the premier community colleges in the U.S.”
*Report to the Community*, Lee D, Lambert, Chancellor, 2015

PCC Strategic Direction 2. Improve access and student success
Pima Community College Strategic Plan 2014-2017
SIX: Why a strategic framework?

1) GIS analysis and community demographics suggest different strategies for each campus
2) Consistency with research on multi-campus system regarding engagement and completion
3) Student engagement strategies differ by ethnicity, age, and work status
4) Avoid costly program duplication
5) Standardization will allow more effective deployment of resources
6) Allows greater clarity for the placement of new programs
7) Takes into account occupational demand data for the right-sizing of programs
8) Some ability to streamline and clarify organizational structure

Centers of Excellence  Focused  Distributed
SIX: Strategic Framework

Tinto’s Model → Success/Engagement Strategies → Student Success → Completion

SEVEN: Student Success
EIGHT: Community Engagement
NINE: Access and Diversity

Tinto’s Model of Student Retention

- Social: Participation in clubs, events, sports, activities, interacting with other students, friends
- Academic: Studying, interaction with faculty, library use, advising, group work, visible outcomes
- Environmental: Things that “pull” students away – work, family, friends, finances
SEVEN: Student Success

Contents:
Campus Competitive Strength Analysis
Campus Framework Plan
• Centers of Excellence
• Focused Approach
• Distributed Approach
Career Clusters and Pathways
Meta-Majors
Pathway Recommendations
Career Pathway Models
Pathways and Student Success
Pathway Implementation
Occupational Demand and Program Location
Active Learning Space and Engagement Strategies
Program Review and Area Action Plan

Currently at 16 Recommendations

Northwest Campus

<table>
<thead>
<tr>
<th>GIS Analysis</th>
<th>High</th>
<th>Med High</th>
<th>Medium</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIS Student Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnic Diversity of Student Population</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Dispersion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Traditional Age Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Density of Fully Online Students</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GIS Area Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethnic Diversity of Area</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poverty Level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Veteran Density</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Income Distribution</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Attainment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Enrollment Overview

<table>
<thead>
<tr>
<th>Unit</th>
<th>Fall 2010</th>
<th>Fall 2015</th>
<th>% Change</th>
<th>Space Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount</td>
<td>7,013</td>
<td>3,950</td>
<td>-44%</td>
<td></td>
</tr>
<tr>
<td>Annualized SFTE</td>
<td>1,434</td>
<td>823</td>
<td>-43%</td>
<td></td>
</tr>
</tbody>
</table>

Campus Capacity

<table>
<thead>
<tr>
<th>Space Type</th>
<th># Rooms</th>
<th>WRH</th>
<th>SSO</th>
<th>WSH</th>
<th>% Capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Laboratories</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Occupational Demand (EMSI) and Framework

<table>
<thead>
<tr>
<th>Program Area</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Research Trial Coordinator</td>
<td>Cert, AAS</td>
</tr>
<tr>
<td>Hotel and Restaurant Management</td>
<td>Cert, AA</td>
</tr>
<tr>
<td>Therapeutic Massage</td>
<td>Cert, AAS</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>Cert</td>
</tr>
<tr>
<td>Histotechnology</td>
<td>Cert</td>
</tr>
</tbody>
</table>

SMITHGROUP JJR+ Paulien
# SEVEN: Student Success

## Pima Community College Pathway Recommendations

<table>
<thead>
<tr>
<th>Arts, Humanities, Communication &amp; Design</th>
<th>Business, Management &amp; Administration</th>
<th>Education</th>
<th>Nursing &amp; Health Sciences</th>
<th>Public Safety</th>
<th>Industry, Manufacturing, Construction, &amp; Transportation</th>
</tr>
</thead>
</table>

## Pathway Area

<table>
<thead>
<tr>
<th>Arts, Humanities, Communication &amp; Design</th>
<th>Business, Management &amp; Administration</th>
<th>Education</th>
<th>Culinary, Hospitality &amp; Tourism</th>
<th>Science, Technology, Engineering &amp; Math</th>
<th>Nursing &amp; Health Sciences</th>
<th>Industry, Manufacturing, Construction, &amp; Transportation</th>
<th>Total Job Openings</th>
</tr>
</thead>
<tbody>
<tr>
<td>328</td>
<td>2274</td>
<td>569</td>
<td>1230</td>
<td>259</td>
<td>1392</td>
<td>539</td>
<td>854</td>
</tr>
</tbody>
</table>

*SMITHGROUP JJR+ Paulien*
EIGHT: Community Engagement

Contents:

Workforce Development
Service Learning and Civic Engagement
Community Engagement
  • Montgomery College
  • Tulsa Community College
Community and Industry Engagement / Partnerships
Expansion of Workforce Development Certificates, Credentials, and Credit for Prior Learning
Stackable Credentials
Middle College and High School Partnerships

Currently at 7 Recommendations
NINE: Access and Diversity

Contents:
Why Access Matters
Hispanic Student Success
Developmental Education
Reform Initiatives and Their Effectiveness
  • Summer Bridge Programs
  • Accelerated Learning Programs
  • Learning Communities
  • Emporium Model
  • IBEST Models
Statewide Developmental Education Pathway Models
PCC Online
Adult Education and Centers of Community Engagement

Currently at 11 Recommendations
TEN: Capacity Analysis

Contents:

Alignment with Campus Master Plan

Current Instructional Capacity
- Classrooms
- Class Laboratories

Capacity Metrics
- Weekly Student Contact Hours
- FTSE
- Participation Rate Analysis
- Space Needs (CMP)
- Staffing Resources (CMP)

Currently at one Recommendation, Excluding Campus Master Plan Strategies

Classroom Utilization Analysis

<table>
<thead>
<tr>
<th>Campus</th>
<th>Average Weekly Room Hours</th>
<th>Hours in Use Student Station Occupancy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desert Vista Campus</td>
<td>25</td>
<td>71%</td>
</tr>
<tr>
<td>Downtown Campus</td>
<td>30</td>
<td>69%</td>
</tr>
<tr>
<td>East Campus</td>
<td>29</td>
<td>67%</td>
</tr>
<tr>
<td>Northwest Campus</td>
<td>25</td>
<td>65%</td>
</tr>
<tr>
<td>West Campus</td>
<td>24</td>
<td>63%</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>27</strong></td>
<td><strong>67%</strong></td>
</tr>
</tbody>
</table>

- Weekly Student Contact hours (WSCH):
  - Downtown Campus: 27,070
  - Desert Vista Campus: 8,991
  - East Campus: 19,085
  - Northwest Campus: 16,694
  - West Campus: 37,038
  - Total: 108,878
ELEVEN: Closing Comments / Next Steps

Five Critical Areas – Refocusing the Community College Mission

1. **Great Classroom Teaching** - Teaching is the bread and butter of a community college. It is what colleges should care about most and what they should take pride in doing well.

2. **Adult and Developmental Education** – For many, the pathway for achieving the American dream will begin with adult and/or developmental education. Every opportunity should be provided to ensure student success.

3. **Work Force Development and Training** - The future must include building a powerful engine for work force development by delivering technical training to drive economic growth and regional needs for skilled workers - An economically vibrant community benefits everyone!

4. **The Online Campus** - The future includes not only enhancing current online educational opportunities, but making them stronger through more personalized online experiences and enhanced student support systems.

5. **Economic Value** - A viable future depends on providing an affordable education with greater emphasis on the acquisition of important work-related skills or knowledge base for transfer that allow students to earn a livable wage or continue their education.
Draft Report Timeline

Draft Report in Development

Anticipate:
• 11 to 12 Chapters
• Total of 200 - 250 pages
• About 80 – 90 charts and graphs
• 45 – 50 Recommendations
• Total of 60 – 70 national citations / references

Full draft report scheduled for Mid-August, 2016