

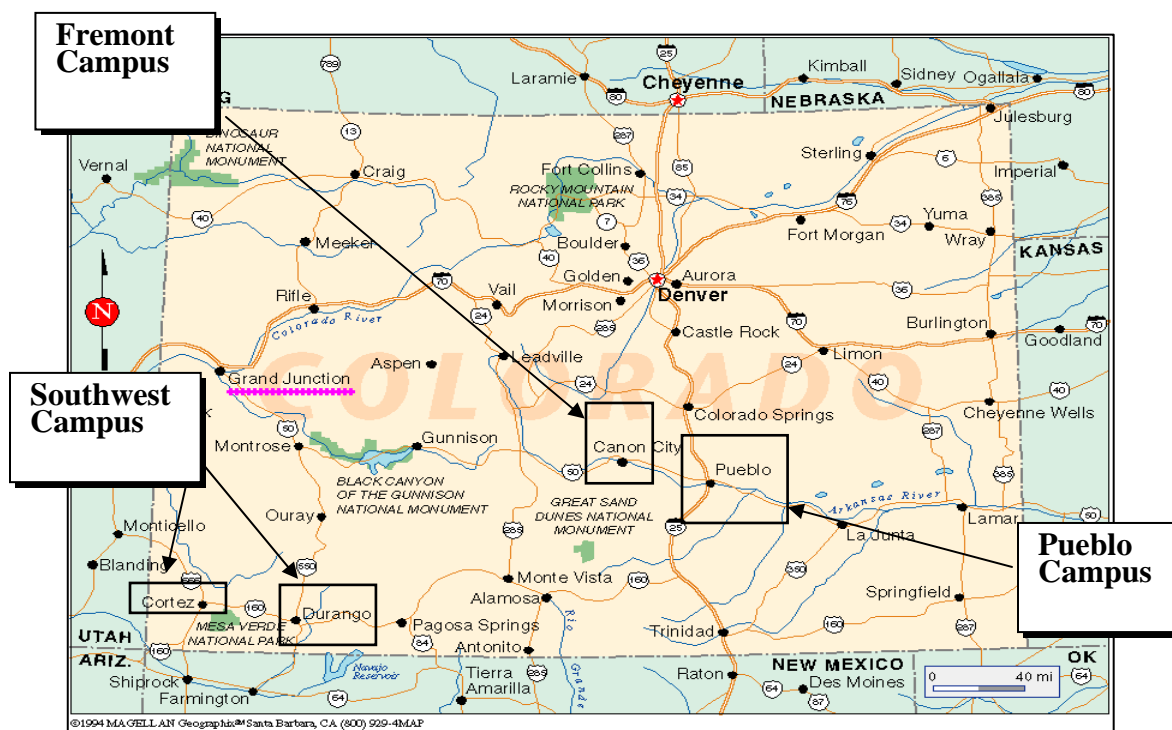
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## Institutional Overview

### 01 Distinctive Organizational Features

Pueblo Community College (PCC) is a two-year, public, comprehensive community college, one of thirteen community colleges within the Colorado Community College System (CCCS). We operate three campuses serving a widely dispersed eight-county region in Southern Colorado. The main campus is located in Pueblo and serves Pueblo County. The Fremont Campus is located approximately 35 miles west of Pueblo in Canon City and serves Fremont and Custer Counties. The Southwest Campus, 280 miles southwest of Pueblo, serves Montezuma, Dolores, La Plata, San Juan, and Archuleta counties.



PCC is a Hispanic Serving Institution (HSI), one of only two “Historical HSI’s” (25% or more Hispanic enrollment for more than three decades) in the state. The other Historical HSI is Colorado State University—Pueblo, situated just across town from our Pueblo campus. Currently, the majority of entering Hispanic college students in Pueblo come from low-income, first-generation backgrounds.

The needs of our students (discussed below) are tied directly to the demographics of our service areas. The Pueblo service area is characterized in large measure by low family income, low educational attainment, high minority high school dropout rates, and low college-going rates. The Fremont and Southwest Campuses present similar demographic profiles but are distinguished by the fact that they serve very geographically extensive and largely rural areas at a distance from the main campus.

PCC is centrally positioned to be involved in 1) helping the underserved in our communities overcome years of generational poverty and underemployment, 2) ensuring the success of at-risk students, and 3) stimulating economic and workforce development in Southern Colorado. To this end, PCC has undertaken a major long-term planning process that will incorporate all of these elements into a new

institutional identity and focus. This planning process may result in revisions to our current vision, mission, values, and purposes, all of which are stated here:

**Our Vision**

Pueblo Community College will develop and support learning that leads to positive change in the lives of individuals, families, and communities throughout the service areas of the Pueblo, Fremont, and Southwest campuses.

**Our Values**

At Pueblo Community College, we value students, employees, and the communities we serve. Pueblo Community College affirms these values:

Learning	Integrity	Accountability	Accessibility
Service	Diversity	Collaboration	Creativity

**Our Mission**

Pueblo Community College’s mission is to create learning opportunities through excellence in teaching and service so that students may attain the knowledge and skills necessary for careers, transfer, and professional and personal growth.

**Our Purposes**

- Prepare students for entry into the workforce, career advancement, or career change through certificate and associate degree programs.
- Prepare students for transfer to baccalaureate institutions by providing transfer degrees, courses, and services.
- Provide opportunities to develop and continually update job skills to meet the demands of a technological and global economy.
- Provide programs and experiences that foster individual and professional development.
- Prepare students for entry-level college courses.
- Provide comprehensive services to support the educational experience of a diverse student population.
- Deliver instruction through traditional, alternative, and distance learning methods.
- Provide a quality learning environment supported by teaching excellence and freedom of inquiry.
- Support the economic development of the community through business initiatives and partnerships.
- Contribute to the community by participating in civic and professional activities.

**Focus on Quality Improvement**

During our last self study in 1999-2001, faculty and staff recognized the need for continuous evaluation and improvement of college processes. Since then, we have focused increasingly on learning about and implementing systematic institutional change. Our first step in this direction was to join Academic Quality Improvement Program (AQIP) in 2003. Under AQIP, we adopted action projects to begin addressing several of the following challenges identified by the Higher Learning Commission (HLC) in our 2001 re-accreditation appraisal:

- Lack of organizational stability due to administrative changes
- A strategic planning & budgeting process which is not consistent, ongoing or integrated
- A relatively low ratio of full-time to part-time faculty

- A lack of diversity among faculty and professional staff
- A lack of professional development opportunities for adjunct faculty, especially at branch campuses
- A lack of sufficient numbers of full-time faculty in some programs.

From 2003-2006, our action projects allowed us to document significant improvements in the areas of diversity, human resources, and advising. In terms of administrative stability, we suffered a major crisis in August 2006 when our president, Dr. Mike Davis, died in a private plane crash. Thus, 2006-2007 has been a year of tremendous adjustment and transition for the entire institution. When a new president is selected, we look forward to improved long term stability in our management ranks.

Finally, the HLC challenge regarding the lack of professional development was incorporated into a successful Title V grant that, among other things, established a PDLA. For several years, the Academy sponsored regular staff development seminars, presentations, and workshops that were well received by faculty. In 2006, however, the PDLA was closed for budgetary reasons and professional development duties distributed among the instructional divisions. We have yet to measure and document the effects of this change, especially at the branch campuses.

Beginning in 2006, under a new and more flexible understanding of the action project concept, we began focusing on the following issues of crucial importance to our students' success:

- Tying student assessment to annual budgeting
- Developing a meaningful strategic planning model
- Improving our delivery of developmental education
- Piloting a freshman seminar to increase retention
- Assuring quality in online courses
- Revitalizing the library

## **02 Scope of Educational Offerings**

PCC offers the following associate degrees:

- Associate of Arts (AA)
- Associate of Science (AS)
- Associate of General Studies (AGS) Generalist
- Associate of General Studies (AGS) Pre-Professional
- Associate of Applied Science (AAS)

PCC also offers certificates of completion in a variety of career and technical education (CTE) programs.

Finally, PCC offers courses to support the following objectives:

- College preparatory developmental education
- Adult Basic Education (ABE)/GED completion/ESL instruction
- Business training
- Job skill upgrades
- Personal enrichment

**03 Student Base**

The diversity of our student population is represented by the following data:

*Spring 2007 Enrollment by Site by Ethnicity*

Site	Site Population	Ethnicities						
		White, Non-Hispanic	Hispanic	Black, Non-Hispanic	AmerInd or Alaska Native	Asian or Pac Islander	Unknown or Not Reported	Undefined
		% of Site Population	% of Site Population	% of Site Population	% of Site Population	% of Site Population	% of Site Population	% of Site Population
Pueblo Campus	3623	50.6%	41.5%	2.7%	1.2%	1.2%	2.3%	0.6%
Fremont Campus	584	83.4%	10.4%	0.3%	1.2%	1.2%	2.6%	0.9%
SWC	516	74.4%	7.9%	0.6%	13.6%	1.4%	1.6%	0.6%
CCCOnline	332	68.4%	20.5%	3.6%	1.8%	0.6%	2.4%	2.7%
PCC Online	82	58.5%	29.3%	2.4%	1.2%	1.2%	2.4%	4.9%
PCC Prison Facilities	29	24.1%	13.8%	24.1%	6.9%	6.9%	24.1%	0.0%
<b>Total PCC</b>	<b>5166</b>	<b>57.8%</b>	<b>32.9%</b>	<b>2.4%</b>	<b>2.5%</b>	<b>1.2%</b>	<b>2.4%</b>	<b>0.8%</b>

*Spring 2007 Enrollment by Site by Full Time/Part Time*

Site	Site Population	Part Time		Full Time	
		#	% of Site Population	#	% of Site Population
		Pueblo Campus	3623	2219	61.2%
Fremont Campus	584	365	62.5%	219	37.5%
SWC	516	376	72.9%	140	27.1%
CCCOnline	332	270	81.3%	62	18.7%
PCC Online	82	72	87.8%	10	12.2%
PCC Prison Facilities	29	15	51.7%	14	48.3%
<b>Total PCC</b>	<b>5166</b>	<b>3317</b>	<b>64.2%</b>	<b>1849</b>	<b>35.8%</b>

*Spring 2007 Average Student Age by Site*

Site	Avg. Student Age
Pueblo Campus	28.01
Fremont Campus	29.63
SWC	28.19
CCCOnline	31.27
PCC Online	30.23
PCC Prison Facilities	33.21
<b>Total PCC</b>	<b>28.48</b>

**Unique Needs of our Students**

*Effective developmental education leading to persistence.* Without doubt, the single greatest obstacle to student persistence in college is lack of basic academic skills. This problem is particularly widespread in PCC’s service areas. Of those who apply to PCC, 83% must take at least one developmental course to prepare them for college-level work. Given the fact that our graduation rate hovers in the 20% range for

first-time, full-time students, PCC clearly must do more to fulfill the developmental role expected of it. In keeping with this awareness, we are embarking on a major effort to improve developmental education in the form of a three-year cycle of action projects devoted to the issue. This effort began before the recent publication of a CCCS report calling attention to the importance of developmental education for every college in the system. We hope to tie our own action project productively to the CCCS developmental education initiative.

*A broad range of support services.* It is increasingly clear that to best serve our student population, we must pay more attention to the “whole person” in our provision of services. Because so many of our students come from economically and socially challenged backgrounds, they require more than academic preparation to succeed in higher education. Recent national research is demonstrating the extent to which students’ educational goals can interfere with the complex social networks that support life in straitened circumstances, often resulting in failure to persist in education. PCC is uniquely positioned to help students moving out of poverty, and into productive employment and further education, by supporting them in their social, mental health, and financial awareness needs. One of the most practical and urgently needed services is affordable child care to enable single or working parents to attend school.

*A sense of community and relationship in the learning environment.* Student engagement in the life of learning institutions is an important factor in their persistence and success. Too often, our students perceive themselves as isolated from their instructors, advisors, support staff, and fellow students. Our 2005 participation in the national Community College Survey of Student Engagement (CCSSE) indicated that, though our scores equaled or exceeded the mean for all participating institutions, PCC must do much more to fully engage students in campus intellectual and social life.

#### **04 Collaborations**

PCC views itself as a “middleman” in several ways: educationally, culturally, socially, and in terms of economic development issues. At all three campuses, PCC nurtures a wide range of collaborative relationships to fulfill a variety of purposes:

- Our collaborations with businesses and industry enable us to offer the educational programs necessary to maintain economic stability and spur economic growth in local communities. PCC maintains these contacts through the work of its institutional and programmatic advisory committees, the Small Business Development Center (SBDC), the Community Education and Training Department, and the Pueblo Education Consortium (PEC).
- As part of a state system of community colleges, we collaborate with the CCCS office and with other community colleges within the system to fulfill the strategic goals established at the state level.
- With the high schools in our service areas, we maintain formal and informal relationships to assist students with high school completion, seamless college enrollment, and career planning/academic advising. Examples of these relationships are our Postsecondary Enrollment Options (PSEO) agreements with high school districts and a mini-college agreement with Pueblo’s Dolores Huerta Preparatory Academy (DHPH).
- Our relationships with transfer institutions, including Colorado State University-Pueblo, Fort Lewis College, Adams State College, and Regis University provide our students and graduates with avenues for seamless transfer to continue their education at the baccalaureate level.

- We also support a wide range of community service organizations and activities through the use of physical facilities including our meeting and function spaces and services, television production facilities, and indoor and outdoor performing arts venues.

## **05 Faculty and Staff Base**

PCC has developed a strong human resource base of experienced and qualified employees who have diverse educational backgrounds and are committed to the institution. Administrators, professional/technical staff, and faculty possess degrees from a variety of colleges throughout the nation, and the wide range of skills among classified staff support the programs and services of the College.

### **Administrators** (Total 23) 70% Female, 30% Male

Education: 2 with doctorates, 16 with masters, 3 with bachelors;  
Ethnicity: 87% Caucasian, 13% Hispanic, 0% Other

### **Faculty Full-Time** (Total 81) 57% Female, 43% Male

Education: 3 with doctorates, 30 with masters, 37 with bachelors;  
Ethnicity: 83% Caucasian, 19% Hispanic, 0% Other

### **Faculty Part-Time** (Total 238) 54% Female, 46% Male

Education: 18 with doctorates, 110 with masters, 67 with bachelors;  
Ethnicity: 89% Caucasian, 8% Hispanic, 3% Other

### **Professional Technical** (Total 45) 60% Female, 40% Male

Education: 1 with doctorate, 17 with masters, 25 with bachelors;  
Ethnicity: 71% Caucasian, 22% Hispanic, 7% Other

### **Classified** (Total 104) 66% Female, 34% Male

Education: Information regarding education levels of classified staff was not available  
Ethnicity: 63% Caucasian, 37% Hispanic, 0% Other

## **06 Critical and Distinctive Resources and Restraints**

As a member college of the CCCS, PCC is governed by CCCS policies and procedures. As a public two-year college, we adhere to state and federal regulations pertaining to higher education. As a participant in federal grant funded programs such as Perkins, Title III, and Title V, we are subject to all applicable program guidelines and reporting requirements.

### **Restraints**

Three restraining factors influence the operation of PCC and the direction of its policy and planning. First, like all Colorado higher education institutions, our revenue is directly tied to annual student full-time equivalent enrollment (FTE) under the Colorado Opportunity Fund (COF), a recently implemented higher education funding system. When enrollment trends are down, as they have been since 2004, our operating budget is directly and immediately affected. Education leaders in Colorado are beginning to lobby for a more rational funding approach for higher education, but until voters or the state legislature make improvements, the current reality will dominate education planning. Second, geographic separation between the Pueblo Campus and the two branch campuses brings particular challenges to the task of integrating programs such as assessment of student learning or faculty/staff development across the institution. This problem will become the focus of improvement projects related to our developing strategic plan in the coming year. Third, statewide implementation of the Banner student information

system has drawn resources away from normal campus operations for several years and has added unpredicted burdens to instructional and support operations.

## **Facilities**

The last 15 years have witnessed the completion or renovation of every building on the Pueblo and Fremont Campuses. These projects have modernized PCC's physical facilities and made them more learner-centered. In the community and across the state, our facilities are recognized as one of our major strengths. As part of our new strategic planning process, we are looking ahead at new capital project possibilities.

The Pueblo Campus now has 8 buildings offering a total of 378,000 square feet of classroom and office space (and two additional buildings devoted to service/storage functions). Many classrooms accommodate networked computers, Sympodium and Smartboard technology, and design features that enable collaborative learning. Perhaps the most distinctive physical resource on the Pueblo Campus is the Gorsich Advanced Technology Center (GATC), completed in 1997. The GATC offers classroom space and high-bay laboratories containing production machining, stereo lithography, and industrial maintenance training equipment. It also houses a technology theater used for seminars, workshops, satellite down-links, and community meetings. One of our current strategic planning challenges is to ensure optimum use of this facility in advanced technology instruction, workforce training, and regional economic development.

The Fremont Campus now operates in a newly constructed 33,000 square foot facility offering fully modern classrooms (Sympodium and Smartboard equipped) and laboratories, a library, student service offices, and maintenance facilities. This building has significantly improved PCC's ability to deliver services to the residents of Fremont and Custer Counties. Fremont Campus enrollment has steadily increased since the facility was opened in 2001.

The Southwest Campus is located in rented facilities in Durango and Cortez. In Durango, we share space with non-profit agencies in a building that is being developed into the Durango Regional Education Center. PCC rents 10,000 square feet and is an anchor tenant and an active partner in the education center consortium. The Cortez site rents office space and uses classrooms at the local high school.

## **Technology**

PCC has a longstanding commitment to maintaining a first rate technology infrastructure to support learning, campus operations, and community projects. We offer network-enhanced classroom instruction, as well as hybrid and online classes using WebCT Vista. Our learning center and library house networked computers giving students full access to instructional and research materials outside the classroom. Some campus operations are supported in a wireless environment. Faculty and administrators have complete access to their desktops from off campus via Citrix technology. Email is the primary means of inter- and intra-campus communication. The PCC website offers students the information they need to make decisions about their education, as well as access to online application and registration opportunities through Banner. Finally, we offer interactive television courses to outlying areas for high demand programs such as allied health.

One concern is that enrollment in PCC's online courses has declined in the recent past, due primarily to the availability of courses through Colorado's online college, Colorado Community College Online (CCCOonline), and the recent switch at PCC to hybrid instruction of some courses. To explore solutions to this problem, we have begun an AQIP action project devoted to online quality, and we hope to establish quality measures that will enable our distance learning offerings to grow in the future.

**PCC Programs with Accreditation or Certification**

<b>Program</b>	<b>Accrediting Agency</b>
Automotive Technology	Certified by National Technicians Education Foundation (NATEF) under the Automotive Service Excellence (ASE) guidelines and by the Automotive Youth Educational System (AYES) guidelines
Culinary Arts	American Culinary Federation
Dental Assisting	Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Council on Postsecondary Accreditation and the United States Department of Education
Dental Hygiene	Commission on Dental Accreditation of the American Dental Association, a specialized accrediting body recognized by the Council on Postsecondary Accreditation and the United States Department of Education
Emergency Medical Services	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Practical Nursing	National League for Nursing Accreditation Commission
Associate Degree Nursing	National League for Nursing Accreditation Commission (NLNAC)
Occupational Therapy Assistant	Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association
Physical Therapist Assistant	Commission on Accreditation of Physical Therapy Education of the American Physical Therapy Association
Psychiatric Technician	Colorado State Board of Nursing
Pueblo Law Enforcement Academy	Certified by the Colorado Peace Officer Standards and Training Board (POST)
Respiratory Therapy	Commission on Accreditation of Allied Health Education Programs (CAAHEP)

**07 Competition**

Our primary regional partner in higher education, Colorado State University – Pueblo (CSU-P), was also for many years our only competitor in the Pueblo service area for students in their first two years of college. Recently, several proprietary schools have entered the regional market:

- Colorado Technical University (CTU) offers the AS degree in Accounting, Business Administration—Management, Criminal Justice, General Studies, Information Technology, and Surgical Technology. It also offers the Bachelor of Science degree in several of these programs as well as in Nursing and Project Management. Thus, CTU is a direct competitor for students who wish to earn AS or AAS degrees.
- Intellitec College competes with PCC in its massage therapy, medical assistant, and administrative assistant programs.
- The University of Phoenix is primarily an online university that offers general education and specialized courses.

- Finally, internet-based instructional alternatives from other higher education institutions, including those listed above, compete to some extent with PCC. However, most local area students select their online coursework from CCCOnline, a non-competing institution.

## **08 Key Opportunities and Vulnerabilities**

### **Opportunities**

- As a new strategic planning cycle begins in 2007, we have the opportunity to establish PCC's unique identity, direction, and focus for the next 5-10 years.
- We have the opportunity to be part of a general trend in educational revitalization in our service areas. Pueblo School District 60 is entering into its own major strategic planning effort, in which PCC is involved, and our connections with the Cesar Chavez network of high performing charter schools, especially DPHH School, continue to grow. Our partnerships with high schools in all three service areas enable continuing development of career and technical academies and dual enrollment courses that prepare students for entering transfer degree programs.
- We are positioned to be in the forefront of community and regional planning efforts designed to attract new kinds of industries and quality growth to our service areas.
- A critical need exists for nursing and allied health professionals in Colorado. This represents an opportunity to expand our capacity for offering instruction in healthcare programs.
- PCC is uniquely positioned to offer a range of college preparatory services to the underserved in our communities. Taking advantage of this opportunity would benefit the underserved population as well as PCC.
- As part of our institutional quality improvement effort, and to support all emerging opportunities and objectives, we have a unique opportunity to develop a robust institutional research capacity.

### **Vulnerabilities**

- Enrollment decreases following years of state budget cuts could mean that we are unable to expand capacity or take advantage of the important opportunities mentioned above. We may also face severe program reductions and other budget cuts.
- Retention and graduation rates that continue to lag behind those of competing institutions will make it difficult to convince our stakeholders that we are fulfilling our mission.
- Dynamic new leadership at CSU-P, which has pledged to increase its own enrollment significantly in a relatively short time, is producing a shift in the competitive edge to our regional four-year partner.

## **Category One Helping Students Learn**

### **1C1 Common Student Learning Objectives**

PCC's general education philosophy provides a framework for teaching and learning across the curriculum. Although our general education learning objectives are designed specifically for degree seeking students, the Assessment of Student Learning effort functions to disseminate the same objectives, in the form of "core competencies," among a broader representation of students.

#### Our General Education Philosophy

*General education at Pueblo Community College is an integral and important part of the student's college experience. General education provides degree-seeking students with a core of basic knowledge, critical thinking skills, intellectual concepts, and attitudes that will enable them to function effectively in the community. General education also serves as a foundation to promote life-long learning.*

#### Our General Education Learning Objectives

Upon successful completion of their general education requirements, our students will be able to do the following:

- read, write, and speak effectively.
- interpret, evaluate, and synthesize information.
- use technology to achieve educational objectives.
- use interpersonal skills essential for their chosen fields.
- apply global and cultural perspectives.

PCC's Assessment of Student Learning effort uses these objectives as "core competencies," which we assess in a broad range of courses for both degree and non-degree seeking students. Of course, every degree, certificate, and community education course has more specific learning objectives which are specified in course syllabi.

The pattern of knowledge and skills we expect our students to possess upon completion of their programs thus includes two major components: 1) common learning objectives (including "employability skills" enabling our graduates to function effectively in any work environment), and 2) discipline-specific objectives described in statewide common course descriptions, board and licensure requirements, the PCC Catalog, and PCC course syllabi.

### **1C2 Aligning Learning with Mission, Vision, and Values**

PCC uses several means to ensure that student learning objectives and practices align with our mission, vision, and values:

*Department mission statements.* Each academic department has developed its own mission statement based on the college vision and mission. Department mission statements provide a conceptual bridge between the college mission statement and department efforts to design student learning objectives and practices.

*Syllabus development process.* Academic departments design standard course syllabi that reflect the requirements of individual programs, degrees, and certificates and thus support, indirectly, the College vision and mission. All syllabi explicitly state student learning outcomes and practices.

*Curriculum review process.* Every PCC for-credit course undergoes a rigorous curriculum review process before it is offered or significantly altered. Part of this process evaluates specifically how the course supports particular degree or certificate programs, as well as how well the stated learning outcomes embody the purpose of the course.

*Program review processes (for new and existing programs).* PCC conducts its own annual program review (in addition to state and accrediting body reviews) through the locally developed Annual Program Statistical Analysis (APSA). APSA provides quantitative review (and will soon add a qualitative review) of both vocational and general education courses. Among the questions APSA poses are the following:

- In what way are the program goals, objectives, and practices consistent with the role and mission of the College?
- By what means do you ensure that the program goals, objectives, and practices align with the College mission?
- If your program has co-curricular goals and objectives, how are these goals and objectives aligned with curricular goals and objectives?

*Assessment of Student Learning.* PCC's Assessment of Student Learning effort requires all departments to assess their courses in terms of core competencies based on the general education objectives listed in 1C1. The assessment process measures the extent to which students meet common learning objectives at the specific course level.

*Colorado Guaranteed Transfer Pathways (GT Pathways) Program.* Since 1988, Colorado has had a statewide guaranteed transfer program which fulfills lower division general education requirements and guarantees transfer to all four-year public institutions in Colorado. Recently, this program has been redesigned, with rigorous review of all general education course syllabi, and re-named GT Pathways. GT Pathways courses provide a guaranteed alignment of community college courses with four-year requirements, directly supporting our transfer mission.

### **1C3 Key Instructional Programs and Methods**

PCC offers four associate degrees: AA, AS, AGS, and AAS. Degrees and certificates are available in general education, career and technical, and health professions areas. Specific programs and courses are listed in the PCC Catalog. We also offer Adult Basic Education (ABE) and English as a Second Language (ESL), as well as developmental education courses to support our degree and certificate students.

#### **Key Programs in Arts and Sciences (A & S)**

In addition to the AA, AS, and AGS degrees, the A & S Division's key instructional programs include transfer emphases in Elementary and Secondary Teacher Education, English, Social Work, Psychology, Pre-Medicine, Pre-Dentistry, and Pre-Physical Therapy.

#### **Key Health Professions Programs**

All of PCC's health programs, with the exception of Psychiatric Technician, have been at maximum enrollment for the past two years and are gaining more popularity due to media coverage of health care shortages and the regional availability of jobs. Based on current trends, our Psychiatric Technician,

Pharmacy Technician, and Phlebotomy Technician programs should have more applicants; we see this as an opportunity to be addressed by appropriate advertising and education about these fields.

Job placement for our health professions graduates is 100% for those who seek employment in their area.

### Key Business and Technology (B&T) Programs

The B&T division is in the forefront of developing new programs to meet the changing needs of the state and national economy. Two such programs are Aviation Technology (2006) and Fire Science (2007). The B&T division also supports PCC's Business and Industry Training Program, which provides customized training to local business and industry.

### How Technology Enhances Learning at PCC

Since the mid 1990s, PCC has invested heavily in its technology infrastructure to support student learning. Part of a regional fiber optic network, PCC is a fully networked institution, and all three campuses are connected via the network. Many of our classrooms are equipped with Symposiums and Smart Boards, allowing students and instructors to access the Internet, PowerPoint, video clips, library databases, and other materials in the classroom. From spring through December 2005, we funded a Coordinator of Technology Training position to ensure that faculty learn to integrate technology into their teaching. Through a Title III grant, most full-time and some part-time faculty have been trained to incorporate technology in their courses.

The Health Professions division uses advanced medical simulation technology to impart medical skills to students, and our GATC offers students the opportunity to learn on state-of-the-art computer aided design and manufacturing equipment. Our three campuses are connected with 2-way interactive TV to facilitate instructional and administrative meetings across the institution.

PCC and CCCOnline offer a wide variety of online courses to provide maximum flexibility to our students. We also offer Interactive TV courses in psychology, medical terminology, anatomy and physiology, math, history, business, and other areas as requested. PCC offers one complete program online, the Library Technician Program, as well as online coursework in e-business.

### **1C4 Preparing Students to Live in a Diverse Society Through Design and Delivery of Student Learning Options**

PCC offers a number of curricular, co-curricular, and extra-curricular learning options to prepare students for an increasingly diverse world. As part of our ongoing diversity improvement project, we are now exploring more systematic and integrated curricular practices to accomplish the same result.

In 2003, we began work on an AQIP Diversity action project which, over the last three years, has resulted in significant diversity improvements. One of the first accomplishments of the action project was to develop a Diversity Plan to guide improvement efforts during the life of the project and beyond. The plan, still in effect after the retirement of the action project, includes the following goals:

- Create a diverse community of campus employees by increasing the diversity of PCC employees in all areas, but specifically in the areas of administrators, professional technical staff, adjunct and full-time faculty who reflect our society.
- Create a campus where sensitivity and respect are encouraged and demonstrated.
- Support courses that explore the experiences, perspectives and contributions of various cultures, groups, and individuals.

- Create a diverse community of students who reflect our multi-cultural society.

PCC planned deliberately to address curricular practices after achieving success in the other goals. At this stage, the Diversity Task Force continues to plan systematic integration of diversity enhancements across the curriculum. Nonetheless, many of our program and course offerings, by their very nature, encourage diversity awareness, as shown below.

### Diversity Enhancements in the Curriculum

We offer course work that specifically addresses awareness of historical events, cultural diversity, geography, and various political and economic systems of the world. As stated in PCC's General Education Guidelines, other courses teach students to "work effectively in diverse teams, demonstrate knowledge of our complex culture, contemporary social and cultural values, ethics, and social and global issues, demonstrate a tolerance and respect for the ideas of others and demonstrate an understanding of how different individuals, groups, institutions, and societies at various times in the past have confronted their problems and relate those experiences to the student's own life."

These values are naturally part of courses in the following disciplines: anthropology, art, economics, ethnic studies, geography, history, humanities, literature, music, philosophy, political science, psychology, sociology, and social work. The English department offers a three-credit ethnic literature course covering Native American, Hispanic, and African-American literatures. The Social Sciences department offers an interdisciplinary emphasis in Latino/Latina studies. The health professions disciplines integrate these values in addition to values related to caring for aging and special needs populations.

Examples of co-curricular and extra-curricular diversity activities are documented in our Diversity action project final annual update (2006).

### **1C5 Maintaining an Intellectual Climate that Promotes Learning**

PCC seeks to ensure a positive learning climate through the following means:

- A faculty evaluation system that evaluates instructors on the fairness with which they conduct class discussions and on their respect for differing opinions.
- A written policy and process concerning academic integrity. PCC provides a clear process for handling and documenting infringements of this policy. Posters throughout campus and classroom instruction remind students of their obligations regarding academic integrity. Also, the Director of Counseling and Career Services at PCC serves on the Center for Academic Integrity Past Presidents' Committee and is a strong advocate of academic integrity.
- Adherence to the State Board (SBCCOE) Policy on copyright for instructors who create online course content or who seek to publish their own work.
- A faculty mentoring system that includes mentoring in the value of intellectual property, fairness during classroom discussions, and respect for differing opinions. New faculty are paired with experienced faculty mentors for a period of 20-40 hours, including classroom observation, for the first year.

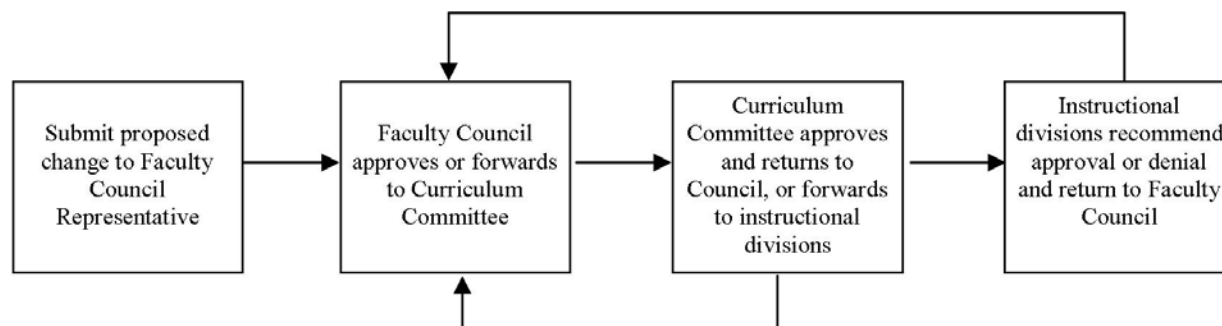
## **1P1 Determining Common and Specific Program Student Learning Objectives**

The process of determining PCC's student learning objectives involves a wide range of stakeholders: the CCCS, state and national program accrediting and licensure agencies, local advisory committees, faculty, and administrators.

### Common Learning Objectives

We determine common student learning objectives through a faculty driven process developed in 2000 (Figure 1P1.1).

**Figure 1P1.1. Approval Process for Common Learning Objectives**



### Specific Program Learning Objectives

In response to a legislative mandate, CCCS has established a Common Course Numbering System (CCNS) to encourage uniformity and quality in community college curricula. This system, which includes both general education and career/technical courses, is based on common course descriptions and common learning outcomes. 80% of each course curriculum must be standard across the state; up to 20% of each course may consist of curriculum contributed by the individual college. Discipline writing teams comprising faculty from CCCS member colleges develop learning objectives for each course; these objectives are approved first by the State Faculty Curriculum Committee and then by Colorado Educational Services Council, which is made up of system college vice presidents.

All career and technical programs must receive CCCS approvals and undergo five-year reviews. Many, such as nursing and other health programs, have program, state, and national accreditation requirements and licensure, all of which influence program learning objectives.

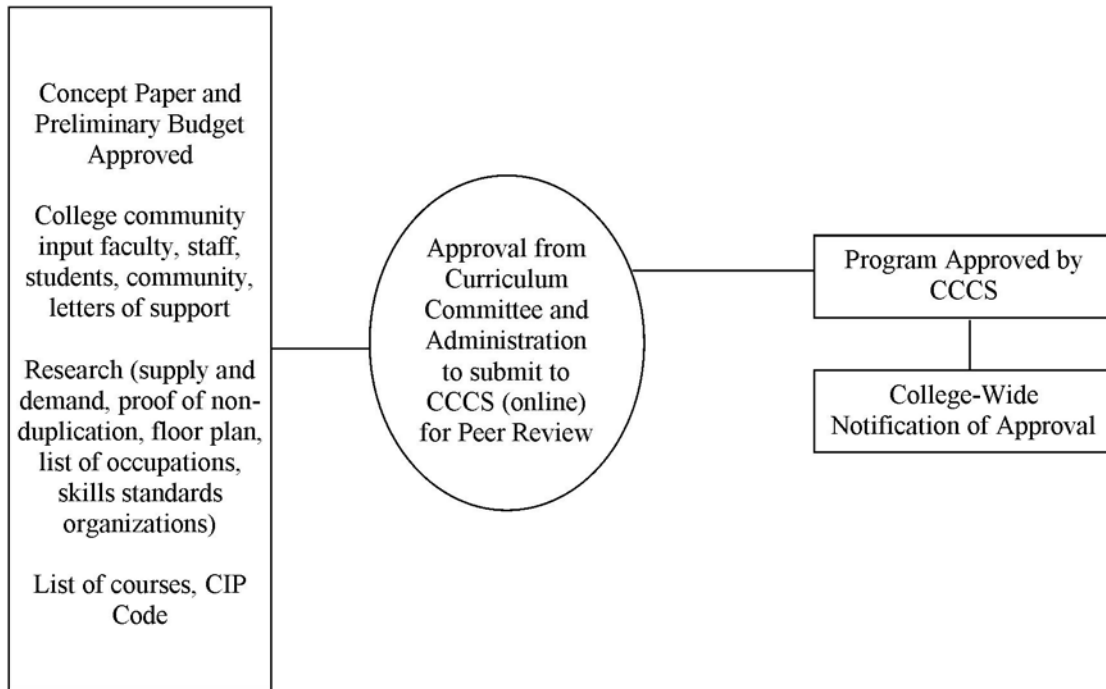
## **1P2 Design of New Programs and Courses**

The design of new programs and courses to facilitate student learning is considered in the program/course approval process (documented below).

### Program Approval

CCCS has an approval process for new CTE programs. The process includes such factors as needs assessment in the community and review of college budget and facilities to determine the viability of proposed programs. In 2004, PCC developed an internal program review process (Fig. 1P2.1) to align with the CCCS process; however, we need to do more to ensure that the process is widely known and followed when a new program is being considered.

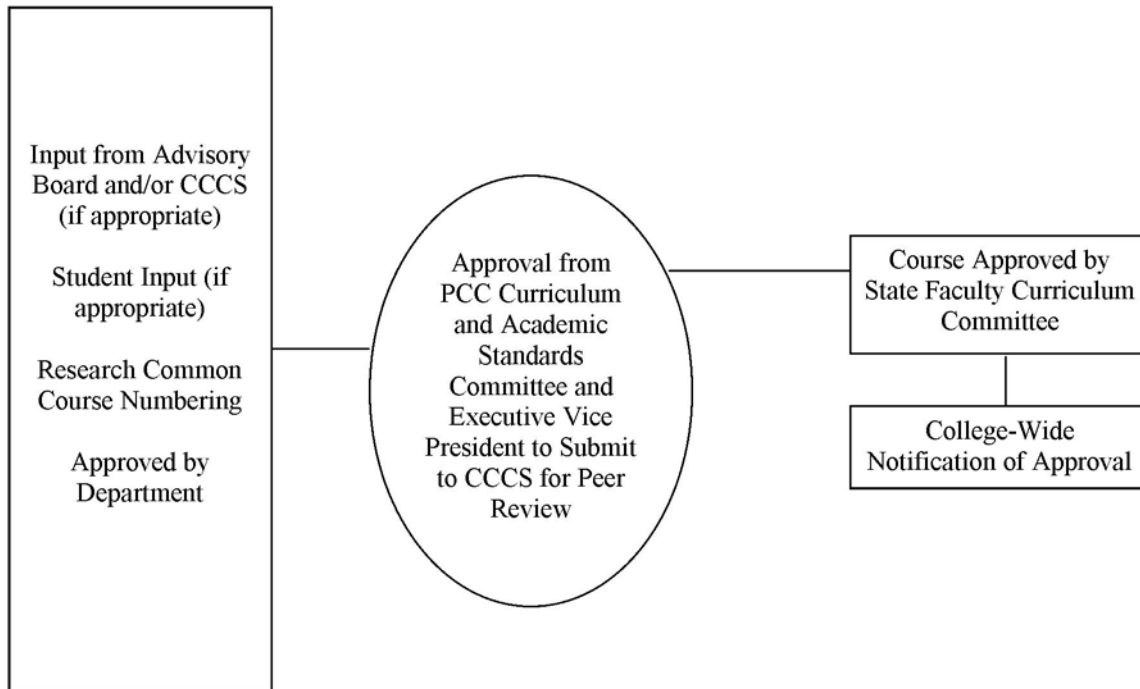
**Figure 1P2.1. PCC/CCCS New and Career and Technical Education Program Approval Process**



Course Approval

The CCCS has an approval process for courses that are not part of the statewide CCNS. In 2006, PCC formally defined its existing internal course approval process (Fig. 1P2.2) to align with the CCCS process. New courses are submitted by department chairs to the PCC Curriculum and Academic Standards Committee and the executive vice president (EVP) for approval.

**Fig. 1P2.2. PCC/CCCS New and Unique Course Approval Process**



Balancing Market Issues and Student Needs

Our analysis of market issues tends to be informal and focused on particular needs and audiences deemed important at the time of new course or program proposals. We rely on surveys of local employers, informal discussions with advisory committees, VE-135 reports (state-level vocational education graduate surveys) regarding employment rates of graduates, involvement with professional organizations, and accreditation reports. PCC should explore a more formal and continuous market analysis tool to collect data on community, student, and institutional needs.

**1P3 Required Student Preparation**

PCC is an open-enrollment institution with state mandated placement testing for students who have not 1) attained specified scores on the SAT/ACT exams, 2) transferred college-level English and Math courses to PCC, or 3) previously completed an associate degree. Like all colleges in the CCCS, PCC uses CPT ACCUPLACER to place students in English, math, reading, and computer literacy classes. If CPT ACCUPLACER results indicate a need for remediation, students must see an advisor and take any required developmental courses within their first 30 credit hours or be placed on registration hold.

Many college-level courses and programs require prerequisites. Prerequisites are determined in several ways. The Colorado Commission on Higher Education (CCHE) sets prerequisites for certain English and math courses. Health professions students must complete general education prerequisites for program admission as determined by accrediting and licensing bodies and, in some cases, the instructional departments. In all divisions, other prerequisites are set locally by instructional departments working through the Curriculum and Academic Standards Committee. A current opportunity for PCC is to formally define the process for determining prerequisites.

In 2006, PCC began a major initiative related to student preparation: an AQIP action project devoted to developmental instruction at PCC. This is a major quality improvement project spread over three years (see 1I2).

PCC offers Project Success—a federally-funded program for first-generation and low-income students—and a Summer Readiness program to help under prepared students succeed in college. A new basic English course was added in fall 2004 to better prepare students who enter PCC at a very low English skill level. We also offer a range of learning services for developmental students through the PCC Learning Center at the Pueblo and Fremont Campuses and through tutorial services at the Southwest Campus.

#### **1P4 Communicating Expectations to Students**

PCC clearly communicates expectations through numerous avenues:

- The PCC website ([www.pueblocc.edu](http://www.pueblocc.edu))
- The College Catalog (in hardcopy form or on the PCC website)
- The College Schedule of Classes for each term
- Direct mailings
- Checklists for inquiring students
- Acceptance letter/packet
- New student information packets
- College and program specific student handbooks
- Brochures for programs
- Presentations at local high schools
- Curriculum sheets
- Course syllabi
- Graduation planning sheets
- Required new student orientation
- Mandatory advising
- The Learning Center

#### **1P5 Advising and Placement**

To help students select programs of study appropriate to their needs, interests, and abilities, PCC offers two levels of advising: first, advising by trained career and personal counselors in the Counseling, Career, and Transfer Services (CC&TS) office, and second, faculty advising within students' majors. CC&TS offers undecided students a number of inventories for career advising, as well as one-one-one personal/career advising with trained counselors. During the career exploration process, undecided students may also speak with faculty advisors to help them make decisions about their career path and the focus of their studies. When students declare a major, they are assigned a faculty advisor in the major area. Ideally, students will remain with the same advisor throughout their programs.

PCC is redesigning its advising and new student orientation processes, partly as a result of a three-year AQIP action project that ended in 2006. In spring 2005, PCC implemented mandatory orientation and advising for all new students enrolling in more than six credit hours. In order to provide greater flexibility and more accurate information to students, we are now implementing a decentralized advising model based on advising centers located within each instructional division for declared students, and within the CC & TS office for undeclared students (see 1I2). We are also developing a decentralized new student orientation process based on the divisional advising model.

### **1P6 Determining and Documenting Effective Teaching and Learning**

PCC determines standards of effective teaching through a combination of processes. First, PCC faculty, through the Faculty Evaluation Committee and by majority vote of all faculty, have developed and periodically review a set of instructional competencies on the basis of which supervisors conduct annual faculty evaluations. Second, the student evaluation instrument, approved by majority vote of all faculty, is based on a separate but closely related list of instructional competencies. Third and most important, within the Assessment of Student Learning program, academic departments determine a set of goals and objectives to be addressed in every assessment cycle. These goals and objectives are more numerous and discipline-specific than other measures; they also are focused entirely on student learning as a measure of teaching effectiveness.

In addition to these methods, PCC's Enrollment Management Student Retention (EMSR) office monitors retention and graduation rates of first-time, full-time cohort students. Individual program faculty and staff monitor student success on board and licensure exams, as well as on job placement and transfer success.

PCC documents effective teaching and learning through a variety of processes:

1. *Supervisor evaluation of faculty.* Supervisors observe full-time and part-time faculty to document the effectiveness of their teaching; supervisors and faculty then discuss the findings in a post-observation conference designed to stimulate growth in teaching effectiveness. For full-time faculty, this process is part of the annual evaluation; for part-time faculty, it may determine continued employment.
2. *Student evaluation of faculty.* Students regularly evaluate all faculty. In addition, the CCSSE, funded by Title V, is administered to randomly selected classes.
3. *Assessment of Student Learning.* PCC's Annual Report on the Assessment of Student Learning documents results of each year's assessment process, as well as subsequent changes to curriculum and teaching methods.
4. *Reports to the state on cohort retention and graduation.* EMSR provides regular reports to CCCS and to the PCC community regarding progress on cohort retention and graduation (see 1R2).
5. *Individual program accreditation processes.* Program accreditation reviews generally require their own documentation of effective teaching and learning through a variety of means.
6. *Annual vocational education VE-135 reports.* The VE-135 report documents number of completers, the employment situation and salary of graduates, and graduate perceptions of goal attainment.

### **1P7 Instructional Delivery Process**

PCC offers traditional classroom courses during the day, evenings, and weekends. In addition, PCC and CCCOnline offer a selection of fully online courses/programs (see 1C3). We also offer hybrid courses, allowing a combination of on-campus and online delivery.

Faculty and administrators decide on the most effective course delivery systems based on perceived needs of the community and on student performance data, with greater weight on the latter criterion. For example, the Fremont Campus offered developmental courses in an open lab setting for several years; however, this mode of delivery did not result in improved learning for many students and therefore to a great extent was discontinued.

As mentioned in 1P2, a more formal market analysis to determine student needs would enable us to refine our decision making process in this area.

### **1P8 Curricular Currency and Effectiveness**

CCCS has a process in place for five-year program reviews and renewals for CTE programs.

In addition, PCC has formalized an annual quantitative program review, called the Annual Program Statistical Analysis (APSA), to study FTE, program costs, and other factors that might influence our own decisions about program effectiveness. The first review resulted in the elimination of one program (Farm and Ranch Studies) and the redesign of another (Hospitality Studies). When this review was expanded to include other elements, an additional program (Ophthalmic Technician) was eliminated in 2003, and another program (e-business) was put under a broader scope. Currently, both general education departments and CTE programs undergo the APSA review process. Threshold data are collected and presented annually to the academic deans, chairs, and administrators to facilitate decisions about department and program viability. As a result of a recently retired AQIP action project on human resources alignment, we are now adding a qualitative component to the APSA process.

Finally, all CTE programs have advisory boards composed of community professionals in the appropriate fields to advise on the current skills and practices on the job.

### **1P9 Determining Student and Faculty Support Needs**

PCC determines learning support needs in the following ways:

*Assessment of Student Learning.* When it works as intended, the assessment process reveals gaps in student achievement that can be addressed in part by increased learning support, especially in advising and tutoring services. An opportunity that presents itself here is to broaden awareness among faculty of how assessment, conscientiously practiced, can identify needed support services. We are engaged in an AQIP action project devoted to tying student assessment results to the annual planning and budgeting process (see 1I2), and in May 2007, we formally began to “assess assessment” at PCC.

*Student evaluations of faculty.* This annual process often reveals instructional support needs, but a weakness in the process is that department chairs do not receive results until after the end of the semester, making it difficult for them to identify problems in the classroom and take action to solve them. We are exploring the purchase of an automated evaluation system that would provide faster feedback.

*The Community College Survey of Student Engagement (CCSSE).* PCC participates in this bi-annual survey to determine student and faculty perceptions of student engagement.

*Instructional division focus groups.* At the end of each academic year, instructional divisions meet with invited students and ask a series of questions designed to elicit information about their experiences as PCC students. These focus groups have been useful in identifying learning support needs.

*Faculty Council Subgroup on Teaching and Learning.* Begun in 2004 to help focus the College on teaching and learning, this group’s recommendations have resulted in a number of support improvements. For instance, each faculty member is provided with a subscription to The Teaching Professor. In addition, at All-Faculty meetings each month, a faculty member presents a brief teaching lesson. The group also recommends faculty development activities and institutional improvements such as new learning center facilities.

*Faculty and student representation on the College Assembly.* Faculty, staff, administrators, and students are represented on the PCC College Assembly, which oversees the general operations of the College and

serves as the AQIP steering committee. Faculty have the opportunity to raise issues of learning support that can be addressed by the College at large.

*Periodic informal surveys of students and faculty.* For instance, in spring 2005, we surveyed students to determine what types of campus activities students most prefer (concerts, lectures, sports events, etc.). 572 students participated, and the results were illuminating. A majority of students were unaware of the weekly Student Focus publication. For guest speaker topics, success/motivation rated highest. In terms of educational events, fitness/wellness education was most preferred. Students felt that the best way to notify them of special events was through in-class announcements.

Until the College Assessment and Strategic Planning (CASP) committee was disbanded in summer 2004, it worked to identify and prioritize instructional support requests (among others) at the lowest possible level. As part of an AQIP action project devoted to tying assessment results to annual budgeting, we are considering reviving this important and successful committee.

### **1P10 Alignment of Curricular and Co-Curricular Goals**

PCC offers several avenues of co-curricular learning. In the first two, the Honors Program and Service Learning, curricular and co-curricular goals are formally aligned through honors and service learning contracts that specify a direct connection between co-curricular learning activities and stated course learning objectives. In student club and campus diversity activities, co-curricular learning is less rigidly aligned, though often closely related, to curricular goals.

### **1P11 Student Assessment Processes**

The processes for student assessment are determined by the following:

- Daily instructor interaction and assessment of students in classes
- Department chair/syllabi guidelines
- Assessment of Student Learning committee process
- Department chairs submit a plan each fall describing their general education and program specific assessment plans.
- Department chairs submit results in the spring, including ways to implement improvements in teaching and learning.
- Program advisory councils
- Licensure boards or exams

PCC began moving to program-level assessment beginning in fall 2005. Program assessment looks at the results of the program as a whole, not just at individual classes. Sometimes the program level assessment takes place within a single class. The assessment, however, must assess skills that represent the total learning in the entire program. Other forms include the assessment of students on an occupational experience or internship, the results of comprehensive exams, and industry mandated licensing tests. PCC does not employ one of the more common program assessment techniques, the capstone class, because of state mandated credit limits in many programs.

### **1P12 Determining Student Preparation for Further Study or Employment**

PCC uses a variety of means, both direct and indirect, to determine student preparation for further study or employment.

**Figure 1P12.a. Post-Program Direct Measures**

Post-Program Direct Assessment	Program
VE 135 Report	All career and technical programs.
CCHE Transfer Success Report	All transfer programs.
Post Test	Nursing (ERI Testing)
E-Folio or Portfolio	
Comprehensive Internship	Physical Therapist Assistant Occupational Therapy Assistant Emergency Medical Services Dental Assisting Radiologic Technician Diagnostic Medical Sonography Respiratory Care Assistant
Capstone Course or Project	Occupational Therapy Assistant Radiologic Technician Nursing
National Exam	Physical Therapist Assistant Occupational Therapy Assistant Respiratory Care Assistant Emergency Medical Services Dental Hygiene Radiologic Technician Diagnostic Medical Sonography Dental Hygiene Nursing
Certification Exam	Occupational Therapy Assistant Respiratory Care Assistant Dental Assisting Radiologic Technician Diagnostic Medical Sonography Nursing
Performance Evaluation	Physical Therapist Assistant Emergency Medical Services Dental Assisting Radiologic Technician Diagnostic Medical Sonography Nursing
Student Organization Competitions	Phi Beta Lambda Phi Theta Kappa
Clinical Boards	Dental Hygiene

**Figure 1P12.b. Post-Program Indirect Assessment**

Post-Program Indirect Assessment	Program
Graduate Surveys	Physical Therapist Assistant Occupational Therapy Assistant Respiratory Care Assistant Emergency Medical Services Dental Assisting Radiologic Technician Diagnostic Medical Sonography Dental Hygiene Nursing
Graduate interviews	Nursing
Employer interviews	Occupational Therapy Nursing (Fremont campus) Physical Therapist Assistant
Advisory Council feedback	Physical Therapist Assistant Occupational Therapy Assistant Respiratory Care Assistant Emergency Medical Services Dental Assisting Radiologic Technician Diagnostic Medical Sonography Nursing Pharmacy Technician Phlebotomy Technician Massage Therapy
Employer surveys	Physical Therapist Assistant Emergency Medical Services Dental Assisting Nursing Respiratory Care Assistant Radiologic Technician Diagnostic Medical Sonography Dental Hygiene
Program Exit Surveys	Dental Hygiene

**1P13 Measures of Student Performance**

PCC’s most commonly measured indicators of student performance fall into four categories:

- *Classroom.* Student performance on assignments and exams is often a first indicator of student success and should correlate directly with other measures of student performance.
- *Measures identified by the Assessment of Student Learning Committee.* PCC’s assessment program evaluates student performance in two areas: the common learning objectives discussed in 1C1, and more specific competencies determined by faculty prior to each assessment cycle. The latter change as appropriate.

- *Retention/graduation.* PCC collects retention and graduation data for all programs. These data are required for the CCCS performance contracts required by the CCHE.
- *Post graduation.* Career and technical programs collect and analyze data regarding standardized and licensure examination pass rates, job placement and continued employment rates, and employer/employee satisfaction.

**1R1 Results for Common and Specific Learning Objectives**

The PCC Annual Assessment of Student Learning Report, published on the PCC website and in hardcopy, documents our results for common learning objectives (see 1C1) and specific outcomes identified in departmental assessment plans during each assessment cycle. The 2006 report is available on the PCC website at <http://www.pueblocc.edu/AboutUs/AQIPAssessmentPlanning/StudentLearning/>. The 2007 report is now being prepared.

**1R2 Evidence that Students Have Acquired Needed Knowledge and Skills**

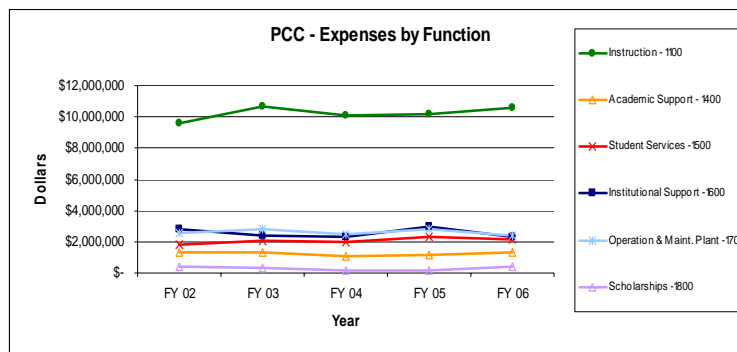
This evidence should directly answer the question posed in 1P12: “How do you discover how well prepared students completing programs, degrees, and certificates are for further education or employment?” At this time, although individual departments collect direct and indirect data of various types (see 1P12), we do not systematically and centrally compile or analyze these data to draw conclusions about needed improvements at the institutional level. This area will become the focus of an improvement project.

PCC maintains articulation agreements with numerous institutions; one function of these agreements is to assure receiving institutions that PCC graduates are prepared for study at higher levels. A further measure of success would be to track students in articulated programs to determine their persistence and graduation rates at higher levels.

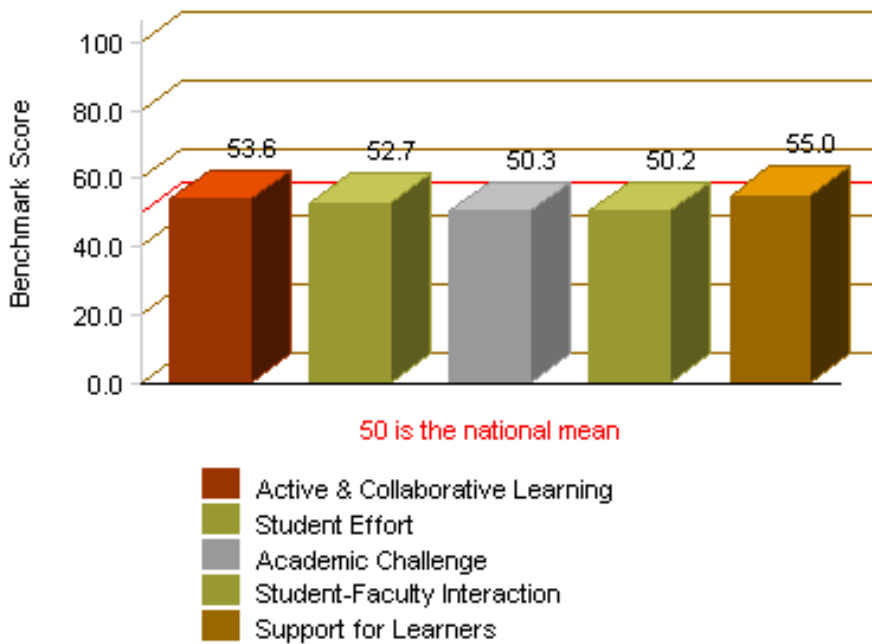
As part of the program review process, the APSA reports each year on the persistence, graduation, and placement rates of our graduates. The current year’s APSA Executive Summary presents recommendations based on analysis of these and other data.

**1R3 Processes Associated with Helping Student Learn**

*Budgeting Processes.* In FY 2002, PCC spent 59% of available budget on instruction and academic support. By 2006, that figure had risen to 62%, as shown below.



*Student Engagement Processes.* The processes most associated with helping students learn are closely linked to student engagement. PCC’s results from the 2005 CCCSE survey are as follows:



These results indicate a need to improve in all areas of student engagement.

*Early Alert Processes.* Under Title V, a Virtual Early Alert (VEA) process was put into place. In 2004-2005, despite a number of problems related to the difficulty of contacting students, 355 students were served as a result of 494 alerts sent by 94 faculty members. The VEA software has been on hiatus as our transition to Banner has rendered it ineffective, but we continue providing early alert services to our students.

*Disability Resources.* From 2003-2005, the Disability Resources Center served a steadily increasing number of students with disabilities: 114 (2002-03); 134 (2003-04); and 178 (2004-05). 2005-06 saw a slight decrease: 152 students were provided accommodations in 572 classes.

*Computerized Remediation.* Students work on the PLATO computer program in reading, math, and English to improve their skills and/or prepare to take the assessment test in these areas. During 2004-5, 187 students used PLATO for reading, 354 for math, and 213 for English. During 2005-06, a combined total of 397 students registered through the Learning Center to use PLATO. We measure student success in two ways: 1) If the student has chosen to use PLATO as a tutorial to upgrade skills for a class, we use the outcome grade in the course as an indicator of success. 2) If the student has chosen to use PLATO to improve and/or refresh knowledge in a subject area, we ask the student to rate the PLATO program as successful or unsuccessful. In summer 2005, PLATO received an 82% success/satisfaction rating. In fall 2005, PLATO again received an 82% success/satisfaction rating; and in spring 2006, PLATO received a 76% success/satisfaction rating.

*TRiO Services.* Project Success, one TRiO initiative at PCC, serves 220 first generation or low-income or disabled and/or academically needy students. TRiO results are presented below:

**TRiO Graduation Rates Compared to PCC**

Academic Year	PCC Graduation Rate	PCC Minority Graduation Rate	TRiO SSS Graduation/Transfer Rate
2002-03	14.0%	13.1%	21%
2003-04	18.6%	22.3%	28%
2004-05	21.3%	21.8%	32%
2005-06	20.3%	21.2%	21%
2006-07			

**TRiO Retention Rates Compared to PCC**

Academic Year	PCC Retention Rate	PCC Minority Retention Rate	TRiO SSS Retention Rate	TRiO SSS Good Academic Standing
2002-03	56.1%	59.4%	60%	73%
2003-04	53.1%	54.0%	52%	71%
2004-05	54.2%	51.8%	58%	75%
2005-06	58.7%	56.4%	61%	86%
2006-07				

*Learning Center Services.* To improve student tutoring, the Learning Center has expanded from the Academic Building (AB) to two additional sites: the GATC building and the Health Sciences building. In spring 2005, the AB Learning Center had 20,608 visits, the GATC Learning Center had 583 visits, and the Science Learning Center had 675 visits. In summer 2005, the AB Learning Center recorded 5,391 visits. In fall 2005 the AB Learning Center recorded 21,716 visitations; the GATC Learning Center recorded 492 visits, and the HS Learning Center recorded 1,014 visitations. In spring 2006, the AB Learning Center recorded 20,647 visitations, the HS Learning Center recorded 1,069 visits, and the GATC Learning Center recorded 167 visitations.

The Academic Building Learning Center offers drop-in labs for writing, reading, and math tutoring. These areas are staffed by instructors and student tutors. During summer 2005, the student check-in system recorded 242 visitations to the drop-in labs; students who completed their courses and who used one or more of the drop-in labs demonstrated an overall success rate of 83%. During fall 2005, the success rate was 70%, and during spring 2006, it was 72%.

**1R4 Comparison of Results with Other Higher Education Institutions**

At the request of PCC, the CCCS is studying the feasibility of joining the National Community College Benchmarking Project. If CCCS does join, PCC will have access to comparative data on a wide range of benchmarks from peer institutions across the country. In the meantime, PCC uses several other means to compare its performance results with state and national peers (though on a narrower range of benchmarks):

1. *Colorado Commission on Higher Education (CCHE) Reports.* Until 2004, CCHE published comparative data on all colleges' cohort graduation and retention rates as part of the annual Quality Indicator System (QIS) report. When the QIS report was superseded by institutional performance

contracts, CCHE stopped making these data public on a regular basis. Currently, CCHE sends comparative data periodically to the colleges. The most recent CCHE data were released to the colleges in August 2006. They are available as resource documents on the web-based version of this Portfolio at <http://www.pueblocoll.edu/AboutUs/AQIPAssessmentPlanning/SystemsPortfolio/>.

2. *The Community College Survey of Student Engagement (CCSSE)*. PCC participated in this survey in 2005 and again in 2007. CCSSE provides national comparative data on five benchmarks pertaining to student engagement in the community college experience. Our CCSSE results for 2005 (1R3) compare favorably with the national mean; nonetheless, given the relatively low national mean, the results indicate a need to improve in all areas of engagement.

4. *Published rankings of PCC graduate performance on state and national licensing exams*. These rankings exist in different reports which we need to compile and analyze at the institutional level. For instance, nursing pass rates are posted on the Colorado State Board of Nursing website. The Health Professions division is currently developing a method for capturing the various reports and reporting their results to institutional stakeholders.

5. *Integrated Postsecondary Education Data System (IPEDS)*. The IPEDS Peer Analysis Tool allows users to select a set of peer institutions with which to compare certain data. At this time, we do not perform regular analysis of comparative IPEDS results; again, this is an area of opportunity for PCC.

Statewide and national benchmarking is an area of challenge and opportunity for PCC. We need to make more systematic use of available data, and we need to explore other avenues of obtaining usable comparative information.

### **1I1 Improving Current Teaching and Learning Processes**

AQIP action projects provide focus and accountability to PCC's improvement efforts. Through the Assessment of Student Learning program and other, more informal means (such as end-of-year student surveys and focus groups, independent instructor evaluation of test results, and departmental discussions), opportunities for improvement rise to the attention of faculty, department chairs, and division deans, who then determine the most appropriate course of action. At this time, we reserve AQIP projects for efforts that cross division/department boundaries or affect student retention, graduation, and transfer success. Significantly, all but one of our current AQIP action projects relate directly to teaching and learning.

In 2004, PCC implemented an Academic Honors Program to provide enhanced learning opportunities for exceptionally motivated students. The program operates on the basis of honors contracts and requires participating students to conduct independent research and present the findings of their research in written and/or oral form. One hope of the program is that it will stimulate institution-wide discussion of techniques to "raise the bar" in courses across the curriculum.

Over the past several years, two federal grants (Title III and Title V) have enabled PCC to improve in the areas of a) faculty preparedness to integrate technology into instruction, and b) student retention. Through both sources, faculty have obtained mini-grants to support improvements in these areas. Another avenue for identifying and discussing improvements is the occasional Chalk Talk sessions developed and run by faculty. Until it was disbanded, the PDLA offered professional development to address topics identified in Chalk Talk. Currently, professional development is managed by each academic division, as appropriate.

## 112 Setting Improvement Targets

PCC sets targets for improvement in teaching and learning through a number of avenues:

- Annually, department chairs review student assessment, survey, and focus group results, meet with their faculty, and make revisions as needed in curriculum and teaching methods, or forward those recommendations requiring division or institutional resources to higher levels.
- Division deans, working with department chairs, set improvement targets for their divisions, departments, and faculty by establishing annual goals for each level.
- The President's Cabinet has primary authority to originate and/or approve improvement projects that affect the whole institution. Before an AQIP action project declaration can be submitted to the AQIP website, for instance, the President's Cabinet must formally approve the declaration.
- CCCS has begun an annual strategic planning process that results in a list of strategic priorities to be pursued by each system college. In 2005, these priorities pertained to student access, student success, and operational excellence. In response, PCC developed its own 2005-2006 Strategic Plan, which documented how we proposed to fulfill the priorities.

### Current priorities for improvement

- Improving PCC's retention and graduation rates. The 2005-2006 PCC Strategic Plan set specific targets for improvement in the area of student retention and graduation.
- Improving the advising and new student orientation processes.
- Improving developmental instruction at PCC.
- Tying student assessment results to annual planning and budgeting.
- Developing and offering a freshman seminar to prepare students for success.
- Assuring quality in our online courses.
- Revitalizing the Pueblo Campus library to enhance student engagement in learning.

### Priorities for future improvement projects

Based on evidence presented elsewhere in this category of the systems portfolio, it is clear that we should begin to focus improvement projects on other areas as time and resources permit. Some of these areas are as follows:

- Improve oversight, validity, and buy-in of the Assessment of Student Learning program.
- Employ formal market analysis processes.
- Improve our ability to measure teaching/learning processes and to compare our own data with those of other institutions.
- Establish a written policy regarding the process for determining prerequisites.
- Increase opportunities for students to share ideas and information through a student publication.
- Improve student participation in learning communities through scheduling and advertising changes.
- Ensure faster feedback on locally administered surveys, particularly student evaluations of faculty, so decisions can be made more efficiently.
- Improve the process for sharing training/conference information with colleagues.

We communicate our assessment results to all stakeholders through the Annual Student Assessment Report. In addition, the student assessment committee presents the results of each year's assessment cycle

at the opening meeting each fall. Improvement priorities in the form of AQIP action project declarations are shared with all personnel through their President's Cabinet level supervisors and the PCC website.

## **Category Two Accomplishing Other Distinctive Objectives**

### **2C1 PCC's Other Distinctive Objectives**

In addition to helping students learn, PCC has the following explicit institutional objectives:

1. Serve as the primary two-year health professions education provider in Colorado.
2. Provide unique avenues of workforce training in Southern Colorado.
3. Respond flexibly and effectively to the social, cultural, and civic needs of the communities we serve.
4. Coordinate PCC services among widely dispersed campuses serving eight separate county government structures and eleven school districts.
5. Engage in focused community service efforts to benefit the underserved populations in our service areas.
6. Maintain and further develop PCC's advanced facilities and technology infrastructure to support our objectives.

We view partnership and fundraising efforts not as objectives in themselves but as methods to support our institutional objectives.

### **2C2 Aligning Objectives with Mission, Vision, and Philosophy**

PCC's vision and mission statements focus explicitly on helping students learn through excellence in teaching and service. To the extent that our other distinctive objectives provide learning opportunities for students (Objectives 1, 2, and 5), enhance operational effectiveness (Objectives 4 and 6), or provide service to the community (Objectives 3 and 5), they align directly with our vision and mission.

They also align with our stated purposes (1C..) and with our values, which include service (Objectives 3 and 5), collaboration (Objectives 1-6), and accessibility (Objectives 1, 2, and 5).

We use the following means to ensure this alignment:

- Wide publication of our vision, mission, and values statements.
- A decision making process (including College Assembly and the President's Cabinet) that explicitly considers alignment with mission when adopting any new initiative.
- Self-study processes that focus institutional attention on issues of alignment.
- (Currently) a major strategic planning effort that will ask us to reflect upon our vision and mission in light of a new strategic vision.
- Grant writing procedures that document alignment of all proposals with the College vision, mission, and values.

### **2C3 Supporting and Complementing Student Learning**

PCC dedicates itself to graduating individuals who have obtained proficiency in certain core competencies (1C1). To that end, our other distinctive objectives create opportunities for our students to apply classroom-learned core competencies in a hands-on manner. As students engage in community service projects, internships, and co-ops, they interact with people, solving problems, synthesizing information, using technology, working on teams, gaining new perspectives, and practicing their reading,

writing, and speaking abilities. In addition, our other distinctive objectives connect students with the community to develop their employment resources, skills, and networks.

**2P1 Determining and Setting Other Distinctive Objectives**

Until the AQIP self-study process, we had not explicitly stated our other distinctive objectives in the terms posed by AQIP. Nonetheless, we had been working to fulfill the parameters of those objectives for many years. The process of making our objectives explicit took several months and involved the College Assembly in its role as the AQIP steering committee (seeking feedback from all institutional constituents) and the President’s Cabinet.

In our current strategic planning initiative (see Category 8), we have begun developing a new set of strategic directions for the next three to five years. This process will force a reappraisal of our other distinctive objectives in light of our new vision and provide a formal means to prioritize the objectives and the initiatives within the objectives.

**2P2 Communicating Expectations Regarding These Objectives**

Our other distinctive objectives are embedded in our culture, pursued on a daily basis, and evaluated as a part of employee performance evaluations, but we do not regularly, explicitly communicate our expectations, or our performance outcomes, to our stakeholders. We are aware that we need to improve in this area, and we expect that our emerging strategic planning process will provide a framework for evaluating and communicating all of our objectives.

**2P3 Determining Faculty and Staff Needs Relative to These Objectives**

We determine faculty and staff needs relative to these objectives informally on an “as needed” basis. We will develop a formal system to determine and apportion faculty and staff resources as part of our new strategic and operational planning processes.

**2P4 and 2P5 Measuring, Assessing, and Reviewing These Objectives**

We assess individual distinctive objectives using means appropriate to each objective. Departments and divisions use assessment data to continue with effective programs and initiatives and to alter or terminate ineffective ones.

Objective	How Objective is Assessed	Who is Involved in Assessment	Feedback Incorporation
1. Serve as the primary two-year health professions education provider in Colorado.	<ul style="list-style-type: none"> <li>• Enrollment numbers</li> <li>• Number of programs</li> <li>• Assessment of Student Learning outcomes</li> <li>• Student job placement after graduation</li> <li>• Grant funding for programs with inherent assessment associated</li> <li>• Employer surveys</li> <li>• Collect and analyze pass votes for the Boards and certification exams</li> <li>• VE-135 Graduation rate</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical supervisors and patients</li> <li>• Faculty</li> <li>• Advisory committees</li> <li>• National and state accreditation and licensing agencies</li> <li>• Dean of Health Professions</li> </ul>	Informally through internal and advisory committees. This is an area for improvement.

<p>2. Provide unique avenues of workforce training in Southern Colorado.</p>	<ul style="list-style-type: none"> <li>• Company visits</li> <li>• Interface with Economic Development officials (PEDCO, FEDC)</li> </ul>	<ul style="list-style-type: none"> <li>• Workforce Board</li> <li>• Companies</li> <li>• Dedicated staff</li> <li>• Dedicated department of nine with “real world” experience support the initiatives.</li> </ul>	<p>Informally through committees. This is an area for improvement.</p>
<p>3. Respond flexibly and effectively to the social, cultural, and civic needs of the communities we serve.</p>	<p>Multiple advisory committees and interaction with community organizations (PCC staff, faculty, community members, and students belong to organizations and are members on boards of local organizations such as United Way, Alzheimer’s Association, etc).</p>	<ul style="list-style-type: none"> <li>• Advisory committee members</li> <li>• School Board members</li> <li>• Non-profit organizations</li> <li>• Community members</li> </ul>	<p>Informally through committees. This is an area for improvement.</p>
<p>4. Coordinate PCC services among widely dispersed campuses serving eight separate county government structures and eleven school districts.</p>	<ul style="list-style-type: none"> <li>• Feedback from Advisory Councils</li> <li>• CCSSE</li> <li>• Informal feedback from committees or other interaction</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative staff and faculty participate in governing bodies such as President’s Cabinet, College Assembly</li> <li>• Individual divisions and departments</li> <li>• Other committees and structures</li> </ul>	<p>Informally through committees. This is an area for improvement.</p>
<p>5. Engage in focused community service efforts to benefit the underserved populations in our service areas.</p>	<ul style="list-style-type: none"> <li>• Annual program reviews</li> <li>• Department evaluations</li> <li>• Individual employee evaluations</li> <li>• Data from admissions regarding economically and academically disadvantaged students are regularly examined.</li> <li>• Individual employee goals in this area are evaluated each year.</li> <li>• Specific program numbers and attendance numbers.</li> </ul>	<ul style="list-style-type: none"> <li>• Department chairs</li> <li>• Deans</li> <li>• President’s Cabinet</li> </ul>	<p>Informally through committees. This is an area for improvement.</p>

<p>6. Maintain and further develop PCC's advanced facilities and technology infrastructure to support our objectives.</p>	<ul style="list-style-type: none"> <li>• CCSSE</li> <li>• Informal and formal program reviews through the departments</li> <li>• Student evaluations</li> <li>• Continued technology research</li> <li>• Program accreditation</li> </ul>	<ul style="list-style-type: none"> <li>• Advisory Council and Committees</li> <li>• Computer Services</li> <li>• Distance Learning Department</li> <li>• College Assembly</li> <li>• President's Cabinet</li> </ul>	<p>Informally through committees. This is an area for improvement.</p>
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**2R1: What are your results in accomplishing your other distinctive objectives?**

*1. Serve as the primary two-year health professions education provider in Colorado.*

The mission of the Health Professions division reflects continuous effort to address the shortage of health care providers regionally and nationally. The division offers 18 degree or certificate programs, more than any other community college in Colorado. The division has been awarded over \$1 million in grants since 2001 and is in the final phase of approval for a grant of over \$500,000. These grants are funding recruitment and retention efforts, program development to support local needs, distance education to outlying areas, purchase of simulators, and provision of health services to underserved and underinsured members of our community.

*2. Provide unique avenues of workforce training in Southern Colorado.*

Our numbers have steadily increased for providing state-of-the-art workforce training:

	2003-2004	2004-2005	2005-2006	2006-2007
Number Trained	271	672	1100	1400

*3. Respond flexibly and effectively to the social, cultural, and civic needs of the communities we serve.*

We do not have a formal means to collect data in this area.

*4. Coordinate PCC services among widely dispersed campuses serving eight separate county government structures and eleven school districts.*

We do not formally measure our performance in this area, but administrators and staff meet regularly in all service areas with advisory councils, workforce boards, chambers of commerce, economic development organizations, and secondary and post-secondary institutions.

*5. Engage in focused community service efforts to benefit the underserved populations in our service areas.*

Our first "Giving Back to the Community" survey of faculty/staff community involvement has just been completed, and the report will be published in June 2007.

*6. Maintain and further develop PCC's advanced facilities and technology infrastructure to support our objectives.*

*2005*

- State of the art video classrooms for students in Respiratory Care to facilitate communication from one end of the classroom to the other. Additionally, this helps the instructor communicate across a vast space.
- Classroom video enhancements dedicated to recording Physical Therapy lessons.

*2006-2007*

- Constructed three robotic cameras with monitors and DVD recording capability in the physical therapy lab that allows the instructors to record students doing practical application of training. One unit is in the hot tub room, and two cameras are in the main lab room.
- Added new DVD video recorders, a new duplicator, and a DVD video printer to be fully digital with productions and class recordings, thus, eliminating VCR tapes.
- Major camera monitor system for the testing lab. This included an additional written lab camera, monitor splitter, new monitor mounts and monitors, plus a front reception area camera with an additional monitor.
- Updates to main video classroom, AB-160 with sophisticated, professional quality, remote control cameras, controllers, and lighting.

*Current*

- Updating physical therapy lab with better cameras, replacement of older fiber optics units which we use for all video conferencing, classroom and conference room connections.
- Adding Hoag and Occhiato Theaters as video conference capable locations. Part of the Occhiato project will be to move the sound system and video connectivity back stage for more convenience.
- Acquisition through Perkins funding of a \$60,000 Computer Radiography Imaging system allowing radiology students to capture X-ray images digitally.

## **2R2 Comparison of Results with Other Institutions**

In the health professions, we collect state-wide licensing data, but we do not systematically compile and analyze these data at this time. We also track technology trends in the private sector to maintain our state-of-the-art technologies and facilities. Otherwise, we do not compare ourselves with other institutions regarding our other distinctive objectives. As we begin to look for ways to implement formal processes and create ties to our strategic plan, we hope to compare ourselves with other institutions via their AQIP systems portfolios.

**2R3 How Results Strengthen PCC and Enhance our Relationships**

Fulfilling our overall objectives makes PCC a vital part of the community. We provide the community with viable graduates for the workforce that in turn grows the regional economic base. Likewise, we provide underserved and underrepresented populations in our community with services to help them live more comfortably and successfully. Such services include dental hygiene clinics, high school to college transfer agreements, and GED completion programs. We also provide an affordable avenue to higher education. At the same time, our other distinctive objectives provide occasions for interaction with the community and give students the opportunity to network, learn new skills, and give back to their community.

**2I1 Improving Systems and Processes for Accomplishing Other Distinctive Objectives**

The Health Professions Division and the Business & Industry Workforce Training Department have formal means to support quality improvement. Both have strong assessment and evaluation components that help them identify needed improvements for Objectives 1 and 2. Both areas act upon data and re-assess at regular intervals.

Improvements in Objectives 3-6 depend on less formal processes. College Assembly and the President's Cabinet consider improvements as they surface in the normal course of business. While these informal processes often allow for quick implementation of changes, we should develop formal connections between our emerging strategic plan and all of our objectives so that outcomes can be regularly assessed and acted upon. We recognize that this is an area for improvement, and as we continue developing a strategic planning model, we will address this concern.

In communicating our needs for improvement, we operate in a decentralized manner. Typically, individual departments or divisions are working to improve the programs and services that fall within their area after receiving data and feedback, yet the improvements are not systematically communicated across the College as a whole.

**2I2 Setting Targets for Improvement**

Only specific programs have developed explicit targets for improvement and a list of priorities. Our Workforce Training Program can be used as an example. Currently, our Workforce Training Program aims to increase the number of people trained by 15-20%, as well as increase the needs of the community we are not addressing through computer skill training, business classes, and soft skills trainings. This program has a formal means of documenting numbers trained and for researching needs of the community which can be used to create processes in other areas.

## Category Three Understanding Students' and Other Stakeholders' Needs

### **3C1 Stakeholder Categories & 3C2 Stakeholder Requirements and Expectations**

We categorize students according to several principles depending on the purpose of the classification. For instance, in terms of major, our students fall into the categories common to most community colleges: career and technical, transfer, and so on. More broadly, we classify students as full- and part-time, a classification which cuts across all majors. Within the full-time category is found an important subgroup which we track to measure retention and graduation rates: first-time, full-time students. For other purposes, we use other classifications: first generation students, low-income students, those requiring developmental classes, etc. Table 3C1 identifies PCC's students (according to a commonly used classification) and other stakeholders and describes their expectations and requirements.

**Table 3C1. PCC Students and Other Stakeholders**

<b>Requirements and Expectations</b>			
<b>Groups</b>	<b>Subgroup</b>	<b>Short-Term</b>	<b>Long-Term</b>
Students	Career and Technical Education (CTE)	Convenient and efficient testing, registration, and financial aid services; effective and timely counseling and advising; learning support and tutoring services; available classes; availability of quality child care; accommodations for special needs; modern education technology and state of the art equipment; alternative learning modalities; clean, safe campus environment; student organizations and activities.	Successful acquisition of entry level job skills and workplace competencies; job placement services; employment upon graduation; possibility of continued education and training or (in some cases) transferability of coursework.
	Transfer	Same as above, plus: a sense of engagement in a broad campus and community intellectual life; quality of instruction rivaling that of the university.	Successful transfer to four year institutions; outstanding academic preparation for success at the four year level; employment in chosen field; possibility of graduate studies.

	Non-degree seeking	Short term skills training or upgrade; personal enrichment opportunities.	Advancement in career; life enhancement.
	ABE	Adult literacy; ESL; GED training.	Preparation for further training or admission to college.
Prospective Students	Prospective students fall into the same multiple categories as enrolled students. In addition, we focus on other divisions of this group to effectively communicate with them: male, female, minority, traditional (right out of high school), non-traditional, and those who are employed.	Knowledge about educational opportunities; clear, accurate, and readily accessible marketing and recruitment information; convenient and efficient application process; one stop service for testing, financial aid, registration, and academic advising; comprehensive new student orientation; career counseling.	Pathways to academic and career success.
Alumni		News about recent events involving PCC; periodic college updates.	Opportunity to participate in college events; avenues to provide input; opportunity to serve on advisory committees.
College Advisory Committees	Main Campus Advisory Council Branch Campus Advisory Councils Program Advisory Committees	Well defined policies and procedures; accurate and timely information; opportunity to provide input regarding general operations and programs of the college.	Assurance of quality in PCC's programs and services; a sense that advice is taken seriously and actively followed.
Faculty and Staff	Full time faculty  Part time instructors  Classified Staff  Administrative and Professional/Technical Staff	Collegial, congenial, and safe working environment; equitable financial compensation; up-to-date resources and equipment; strong support of the administration and timely decision making; appropriate number of positions to provide a quality educational environment.	High value placed on teaching and learning by the institution as a whole; participatory role in the governance of the college; recognition for contributions above and beyond stated job duties.

<p>Community Members</p>	<p>Local Employers Clinical and Internship sites Pueblo Worklink (Workforce Development Center) Pueblo/Fremont/Durango/Cortez Economic Development Centers Native American agencies</p>	<p>Competent, well-prepared entry level workforce with strong work ethic and professional behavior; well-prepared interns; effective advising system; recruiting services; flexible availability of courses and programs for clients/employees; timely program development and job training for new businesses; clear, accurate information regarding programs; assistance with student academic advising.</p>	<p>Continuing education and retraining of employees to meet market demands; opportunity to provide input into curriculum; ABE for clients; coordination of student scholarships; provision of onsite programs and courses.</p>
<p>PCC Foundation</p>		<p>Information on the needs and goals of the college; clear accountability for funding; assistance from the entire campus community with fundraising activities.</p>	<p>Involvement in college planning processes.</p>
<p>Government</p>	<p>Colorado State Legislature CCHE CCCS</p>	<p>Compliance with state statutes and system policies and procedures; timely reporting; fiscal accountability and adherence to quality measures.</p>	<p>Certain levels of recruitment and retention as specified each year.</p>
<p>Local School Districts</p>	<p>PCC serves 11 school districts in its three service areas.</p>	<p>Post secondary option classes; open entry for high school graduates.</p>	<p>Collaboration for educational opportunity partnerships; productive long term relationships that help high school students succeed.</p>
<p>Four-Year Institutions</p>	<p>The primary area four year institution is Colorado State University—Pueblo.</p>	<p>Closely aligned course competencies for transfer; program articulation agreements.</p>	<p>Productive long term feeder relationship with two year schools.</p>
<p>Other Community Colleges</p>		<p>Sharing responsibility on a variety of statewide committees.</p>	<p>Collaboration and sharing of resources within CCCS.</p>

**3P1 Identifying Changing Student Needs and Selecting Courses of Action**

Internal environmental scanning provides information about the changing needs of our student groups. Externally, we work through our partnerships with local industries, local school districts, and workforce development centers to determine those needs. To create a more unified system for identifying student needs, we should explore performing such scanning more often, asking more focused questions, and regularly reporting the results to the entire campus community. This is an area of immediate opportunity we could address fairly easily, for the work is already being done.

We seek to determine student needs for the following purposes:

- Help potential students to develop educational goals
- Enhance learning as measured through multiple means
- Support personal and financial needs of students
- Gauge student involvement and connection with the PCC community
- Help students transfer successfully to four year institutions
- Help students get jobs either prior to or upon graduation

Table 3P1 describes the internal and external processes we use to determine student needs in three categories: prospective students, enrolled students (short-term), and enrolled students (long-term).

**Table 3P1. PCC Processes to Determine Student Needs**

<b>Prospective Students</b>		
Method	Frequency	Use of Results
Community, Business and Industry Focus Groups	As needed	Determine program and course offerings
Meetings with Advisory Committees	Two – four times/year	Update curricula Determine changing needs in the community
Employer Surveys	Annually	Analyze student outcomes
Involvement with PEC and Pueblo Economic Development Council	Monthly Meetings	Determine educational needs in the community
Meetings with High School Counselors	Two – three times/year	Maintain communication and provide information regarding programs and services
Surveys by Small Business Development Center	Several times/year	Determine need for training in the service area
One-on-one academic advising	Each semester	Determine broad range of student needs

<b>Enrolled Students – Short-Term</b>		
Method	Frequency	Use of Results
Basic Skills Testing	All new students	Advisors place students in proper courses for ability to benefit. Provide data for class scheduling
Early Alert	As needed	Faculty report student problems. Students are immediately contacted and offered help to succeed. Provide data for scheduling special services.

Drop-in Tutoring Program	Students use as needed	Data gathered are analyzed to schedule availability of tutors
Financial Aid and Admissions Applications	Each semester	Data used to determine course/section offerings
Student focus groups, surveys and demographics	Annually	Results used to analyze student preferences for scheduling classes, activities and special events
Feedback from new student orientation	Each semester	To accommodate new cohort of students
One-on-one academic advising	Each semester	Determine broad range of student needs
Adaptive Services	As needed	Students are provided with necessary accommodations to help them succeed
Student evaluations of courses and faculty	Every semester	Results are used to improve teaching and learning
Student Senate and student organizations	Monthly meetings	To engage students in institutional governance and campus life
Suggestion Boxes	Ongoing	Suggestions are analyzed and shared with appropriate personnel to address student needs
Student Activities Board	Monthly meetings	Implement activities to engage students in campus life

<b>Enrolled Students – Long-Term</b>		
Method	Frequency	Use of Results
Advising through Career and Transfer offices	Ongoing	To help students reach career goals
Assessment of student learning	Ongoing	To improve teaching and learning
CETD/Continuing Education	Ongoing	To respond to needs of alumni and the community
Program Review	Annually	Data gathered are analyzed to ascertain program viability and improve program offerings
Information gathered through offices of Communication and EMSR	Ongoing	Data are analyzed to improve programming and services offered to all constituent groups
One-stop job service center	Ongoing	To place students and alumni in jobs
Transfer Agreements	Ongoing	To provide students with career ladder options
VE-135 Post Graduate Survey	Annually	Data are analyzed to determine graduate placement as an indicator of program viability and to improve program's curricula

**3P2 Relationships with Current and Prospective Students**

To ensure that our students become part of the college community and, as alumni, employ their knowledge and skills to become productive citizens of the larger community, we strive to build and

maintain relationships through a variety of strategies in the classroom and beyond. Paramount among these are strategies that facilitate communication. Table 3P2 identifies the strategies the PCC uses to effectively communicate with our students and build/maintain relationships.

In 2005 and 2007, PCC participated in the CCSSE survey to determine levels of student engagement. We did not take advantage of the opportunity to follow up on the 2005 results with specific actions; however, we are preparing to respond with Title V-sponsored initiatives following receipt of this year's results in July 2007.

**Table 3P2. PCC Strategies to Build and Maintain Relationships with Students**

<b>Classroom</b>	<b>College-wide</b>	<b>Beyond</b>
Development of Learning Communities	Student clubs	Job placement service
Small academic and internship class sizes allow faculty to build relationships with students	Student membership on Advisory Committees	Continuing education offerings for returning students
Tutoring and mentoring services	One-on-one advising by faculty and trained staff	Ongoing faculty/graduate relationships and communication
	Improved new student orientation and thorough program orientation	Graduate membership on advisory boards
	Student ambassador program	
	Student activities offered throughout the year	
	Counseling services	
	Adaptive services	

**3P3 Identifying Changing Needs of Other Stakeholders and Selecting a Course of Action & 3P4 Relationships with Key Stakeholders**

The processes we use to determine our key stakeholders' needs, although similar to those we use to determine our students' needs, involve groups at the local, state, and even the national level. Feedback from these groups ensures our responsiveness to the communities we serve.

Table 3P3 identifies current processes we use to identify the changing needs of our key stakeholders, as well as to build and maintain our relationships.

**Table 3P3. PCC Strategies to Identify and Address Stakeholder Needs**

<b>Stakeholder Groups</b>	<b>Process to Identify Needs</b>	<b>Strategies to Maintain Relationships</b>
Prospective Students	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Meetings with advisors, counselors</li> <li>• Telephone calls</li> <li>• Orientation sessions</li> <li>• Assessment tests</li> </ul>	<ul style="list-style-type: none"> <li>• Streamlined application process (one stop service—in development)</li> <li>• On-line application and registration</li> <li>• Timely communication in response to needs</li> </ul>

Alumni	<ul style="list-style-type: none"> <li>• Periodic college updates</li> <li>• Participation in college events</li> <li>• Membership on advisory committees</li> </ul>	<ul style="list-style-type: none"> <li>• Development of an Alumni Association (currently in progress)</li> <li>• Job placement</li> <li>• Follow-up calls to alumni</li> <li>• Surveys</li> </ul>
College Advisory Council	<ul style="list-style-type: none"> <li>• Bi-monthly meetings</li> <li>• Accurate and timely communication</li> </ul>	<ul style="list-style-type: none"> <li>• Bi-monthly written updates regarding college operations</li> <li>• Invitations to college events</li> <li>• Opportunity for input into strategic planning</li> <li>• Participation in CCCS Virtual Advisory Council</li> </ul>
Faculty and Staff	<ul style="list-style-type: none"> <li>• Shared governance</li> <li>• Committee, divisional and departmental meetings</li> <li>• Open communication</li> <li>• Widespread use of E-mail and use of internal surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Timely decision making</li> <li>• Administrative support</li> <li>• Congenial, safe working environment</li> <li>• Shared governance</li> </ul>
Local Employers	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Focus groups</li> <li>• Membership on programmatic advisory committees</li> <li>• Faculty and staff participation at community meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Timely response to real or perceived needs</li> <li>• Providing competent, well-prepared entry-level workforce</li> <li>• Providing continuing education to meet local demands</li> <li>• College staff participation on local committees and boards</li> </ul>
Pueblo Worklink (Local Workforce Development Center)	<ul style="list-style-type: none"> <li>• Worklink staff presence on campus and college staff presence at center</li> <li>• College staff participation at Worklink meetings</li> <li>• Joint participation on committees</li> </ul>	<ul style="list-style-type: none"> <li>• Staff participation at college events</li> <li>• Partnership for student recruitment</li> <li>• Accurate and timely communication</li> </ul>
Pueblo/Fremont/Durango/Cortez Economic Development Centers	<ul style="list-style-type: none"> <li>• Representation on advisory committees by center staff</li> <li>• Meetings and conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Timely program development to respond to job training needs</li> <li>• College staff participation on boards</li> </ul>
PCC Foundation	<ul style="list-style-type: none"> <li>• Attendance at board meetings</li> <li>• Open communication</li> </ul>	<ul style="list-style-type: none"> <li>• Assistance with fund-raising</li> <li>• Attendance at fund-raising events</li> <li>• Awarding of scholarships</li> </ul>

Colorado State Legislature	<ul style="list-style-type: none"> <li>• Attendance at legislative breakfasts</li> <li>• Timely communication</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance with state statutes</li> <li>• Host annual legislative barbecue</li> <li>• Invitations to legislators for college events</li> <li>• Timely response to requests for information</li> </ul>
Colorado Commission on Higher Education (CCHE)	<ul style="list-style-type: none"> <li>• Local representation on board</li> </ul>	<ul style="list-style-type: none"> <li>• Fiscal accountability</li> <li>• Maintain performance standards</li> <li>• Timely response to requests for information</li> </ul>
State Board for Community College and Occupational Education (SBCCOE)	<ul style="list-style-type: none"> <li>• Participation in state meetings at all levels</li> </ul>	<ul style="list-style-type: none"> <li>• Adherence to SBCCOE policies and procedures</li> <li>• Timely reporting</li> <li>• Fiscal accountability</li> </ul>
Local School Districts	<ul style="list-style-type: none"> <li>• Open communication</li> <li>• Participation on PEC</li> <li>• Participation in Pueblo City Schools' strategic planning process</li> </ul>	<ul style="list-style-type: none"> <li>• Partnerships</li> <li>• Course offerings at local high schools</li> <li>• Post-secondary option offerings at college</li> <li>• Technical high school located on campus</li> <li>• Open entry for high school graduates</li> <li>• Collaboration on grants</li> </ul>
Four-Year Institutions	<ul style="list-style-type: none"> <li>• Open communication</li> <li>• Participation on PEC</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing and maintaining articulation agreements</li> <li>• Partnerships including joint participation on grants</li> </ul>
Other Community Colleges	<ul style="list-style-type: none"> <li>• Participation in state meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Partnerships to accomplish specific purposes</li> <li>• Resource sharing</li> </ul>

**3P5 Addressing New Student and Other Stakeholder Groups**

The processes identified in 3P1 and 3P4 enable us to determine if new student and stakeholder groups should be addressed within our educational offerings and services.

**3P6 Collecting and Responding to Complaints**

PCC's governance structure includes participation from administrative and staff groups, faculty committees, campus-wide committees, and student organizations. This structure allows for ongoing input that affects decisions and enables the College to identify and deal effectively with complaints. More specifically, we collect and respond to complaints through the following avenues:

- *Student Grievance Policy* – Students may file grievances as outlined in the Student Grievance Policy published in the PCC College Catalog, Student Handbook, and web site. We follow up on grievances using the process outlined in SBCCOE Policy BP4-31. A panel or the appropriate

dean/director conducts a review and a decision is made based on the formative and summative evidence gathered.

- *Other Student Complaints* – Students may file a complaint with the appropriate faculty member, department chair, academic dean, or the Dean of Student Services. Complaints follow a chain of command—from faculty to chair to dean to EVP to president. If the complaint cannot be resolved at any point along the “chain,” the President gathers all of the data and makes a final determination.
- *Office of Human Resources* – The HR Office investigates complaints of harassment or discrimination in accordance with Title VII and IX of the Civil Rights Act. HR analyzes both the formative and summative data and makes a determination.
- *Complaints from External Stakeholders* – These are filed directly with the appropriate individual, dean, EVP, or president. The data are analyzed by the appropriate individual and reported through the chain of command. The President and, if necessary, the President’s Cabinet determine appropriate action.
- *Comment and Suggestion Boxes* – Suggestion boxes are located in every building on campus. Suggestions are gathered and referred to the appropriate party for review and action.
- *Satisfaction Surveys* – We administer satisfaction surveys to graduates and employers as part of programmatic assessment plans. Programs use the results for program improvement.
- *Community College Survey of Student Engagement (CCSSE)* – administered for the first time in spring 2005 and again in spring 2007.
- *Faculty Evaluation by Students* – We evaluate faculty every semester in at least one section taught by non-provisional faculty and in all sections taught by provisional faculty. Data are gathered by EMSR and then forwarded to the appropriate dean for analysis and dissemination.
- *Exit Surveys* – These are administered in many programs as a means of determining student satisfaction. Program administrators and faculty use the results for program improvement.

The decisions and/or recommendations from formal grievances are issued to appropriate parties within 10 working days. All other complaints are discussed with the individual filing the complaint in a timely and reasonable manner.

### **3P7 Determining Stakeholder Satisfaction**

Determining student and other stakeholder satisfaction is the responsibility of all faculty and staff. Accordingly, we employ multiple methods for determining and analyzing student and other stakeholder satisfaction on a regular basis:

- CCSSE
- Surveys regarding support services
- Graduate surveys
- Employer surveys
- Community surveys and focus groups
- Evaluation of faculty by students
- End-of-course evaluations
- End-of-program evaluations

### **3R1 Student Satisfaction**

We measure student satisfaction in reference to two broad categories: instruction and student services. Our most recent results are presented in Tables 3R1.a and 3R1.b.

**Table 3R1.a. Student Satisfaction with Instruction**

<b>Area Surveyed</b>	<b>Results</b>
End of Program Evaluations	Of the programs evaluated and the students responding, 99% felt that the program met their instructional goals. 100% of the respondents were satisfied with the faculty, the academic administration and the student services. 90.5% were satisfied with financial services and 96% felt that the advising met their needs.
Faculty Evaluations by Students	Several questions on this instrument provide feedback about faculty effectiveness. The average overall score for all faculty on a scale of one to five, with five being the highest, are (on a sample of questions): Instructor encouraged participation = 4.38 Instructor willing to give extra help = 4.43 Instructor demonstrated enthusiasm for course = 4.50 Instructor treated students with courtesy and respect = 4.51 Instructor’s presentation style enhanced learning = 4.25 Instructor encouraged success for all students = 4.45 I would take another class from this instructor = 4.36
VE 135 (survey of vocational graduates asking if the program met their goals and/or enhanced their ability to get or keep a job).	(2006 data) 97.9 % of respondents indicated that the program met their goals. 92.4% of the respondents indicated that the program enhanced their ability to get or keep a job.
Community Education and Training Division (CETD)– end of course evaluations	(2004 data) 83% of the students were satisfied or very satisfied with the course they took. 81.6% of the students felt the training met their expectations.

**Table 3R1.b. Student Satisfaction with Student Services (2006 Data)**

<b>Area Surveyed</b>	<b>Results</b>
Learning Center	76% of respondents indicated that Learning Center personnel were professional and knowledgeable in responding to requests. 77% of respondents rated their overall experience with the Learning Center as good or excellent.
Pueblo Campus Library	80% of Pueblo students rated their overall library experience and the library staff’s responses to their requests as good or excellent. 79% of Pueblo students rated library staff’s friendliness and professionalism as good or excellent.
Bookstore	80% of respondents rated the bookstore as good or excellent.
Admissions and Records	74% of the respondents rated their overall experience with Admissions and Records as good or excellent.
Financial Aid	65% of the respondents rated their overall experience with Financial Aid as good or excellent.
Counseling and Advising	64% of the respondents rated their overall experience with Counseling and Advising as good or excellent.
Cashier	77% of the respondents rated their overall experience with the Cashier as good or excellent.

**3R2 Building Relationships with Students**

A major indicator of the depth and effectiveness of our relationships with students will be provided by the CCSSE 2007 results, due in July 2007 (see 1R3 for 2005 CCSSE results). Our 2005 scores were consistent with or slightly above the national mean in most categories; however, this year we will conduct

comparative analysis on both sets of results and focus improvement efforts on areas of weakest performance.

In 2004, PCC implemented an academic honors program to provide an enhanced academic experience and public recognition for highly motivated students. Participation remains limited to about 15 students per year. We need to begin surveying students regarding their participation in the program to determine if it affects their sense of engagement and the depth of their relationships at PCC.

PCC's support of student organizations includes having faculty and staff advisors assist and mentor the membership. This support, and the hard work of club members, has increased the yearly participation of students, staff, faculty and the community in the many activities presented by these clubs. Such activities include Deaf Awareness Day, Building Bridges (a project to support the homeless), Wacky Olympics, Spring Fling, Fall Fest, Snacks with SAC (Student Advisory Council), the Art Show, and the Veteran's Club breakfast to name a few. Each campus<sup>1</sup> provides unique opportunities for students to expand their extra curricular activities through the following student clubs:

- CO-AND (Associate Degree Nursing) Club
- Culinary Arts Club
- Dental Assistant Student Organization
- Florence Nightingale Association (LPN) Club
- Future Educators Association Club
- History Club
- Mexican American Engineers and Scientists Club
- Phi Beta Lambda
- Phi Theta Kappa
- Physical Therapist Assistant Club
- Psychiatric Technician Club
- Psychology and Social Work Club (P.S. C.A.R.E.)
- Student Advisory Council (SAC) Fremont Campus
- Student American Dental Hygienists Association
- Student Occupational Therapy Assistants Club
- VICA Club
- Veterans Club

Many of these clubs have experienced local, state, national, and international recognition for their work.

### **3R3 Other Stakeholders' Satisfaction**

We use direct and indirect methods of measuring satisfaction. Active community collaboration affords us direct knowledge of stakeholders' opinions and evaluations of the college. Community and employer participation in program advisory councils gives PCC timely feedback. High placement rates indicate overall satisfaction of the colleges' graduates.

In fall 2004, teams from two instructional divisions canvassed their respective communities/constituencies to determine levels of satisfaction with PCC performance. The results are presented below:

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<sup>1</sup> Some clubs not available at branch campuses

Business and Technology:

The following strengths of the B & T Division were identified:

- providing access for students
- providing skills and technical training
- aggressively addressing retention and completion rates
- effective use of advisory groups

Two areas to work on were the following:

- ongoing fiscal uncertainty coupled with a continued growth in enrollment
- students not “ready for work”, i.e. graduates not demonstrating a good work ethic or basic reading, writing, math, and computer skills

Under the B & T division, the strengths of Computer Information Systems (CIS) graduates were identified as the following:

- good knowledge of the subject matter

The following weaknesses of CIS graduates were identified:

- coming unprepared to job interviews and having mistakes in their resumes
- lack of “work ethic” in many new workers today, not just PCC graduates.

On the basis of this last finding, the CIS department developed a one-credit Sophomore Seminar for all students. The course included resume writing, interviewing, and job search strategies.

Health Professions:

The Health programs’ surveys identified the following strengths:

- PCC graduates have higher-level skills and knowledge than graduates of other schools.
- All facilities wanted more customized education for their staff.
- All facilities support continuing education, but most only support it if it is related to the job.
- Several new certificate programs were suggested for continuing education or low need areas of employment.

The Health programs’ surveys identified the following weaknesses:

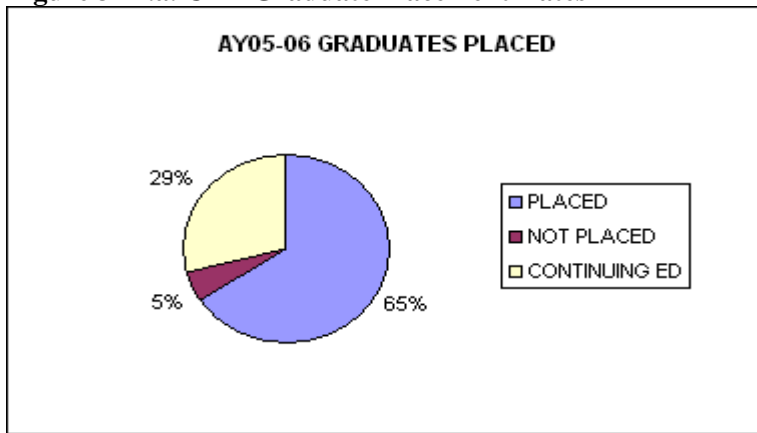
- Graduates need to have more training in professional behaviors, customer service, teamwork and ethics.
- Critical thinking is a must and graduates need continued training in this area.
- Communication with departments should be improved.
- There is a general lack of knowledge of what is going on at PCC and what is offered.

**3R4 Building Relationships with Key Stakeholders**

PCC has strong ties with our community and key stakeholders, built on many years of addressing changing community needs. Responding to the needs of outlying communities, PCC provides two branch campus sites: the Fremont and the Southwest Campuses.

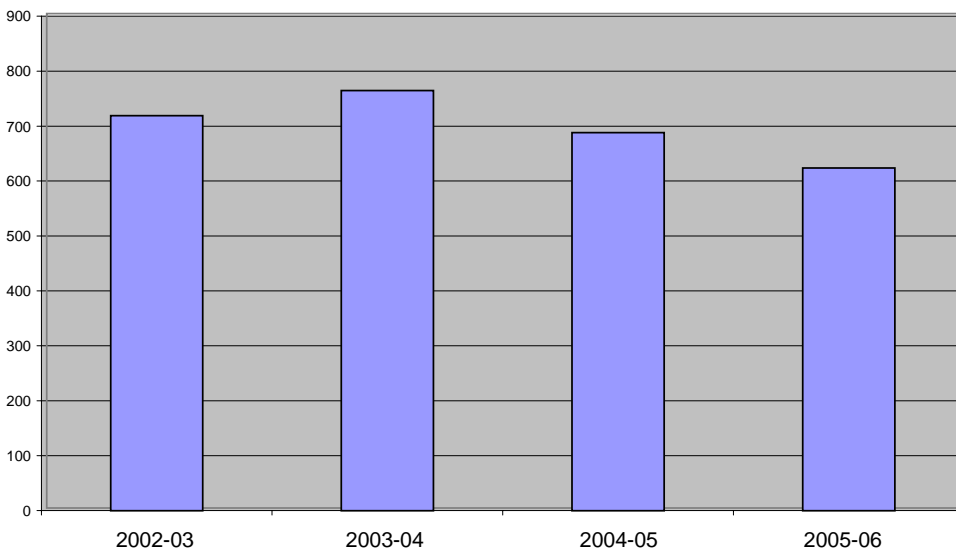
PCC’s partnerships with technical and industrial employers have resulted in customized training for students and prospective employees. This tailored adjustment to community requirements has resulted in a 65% placement rate of CTE students surveyed (see Figure 3R4.a).

**Figure 3R4.a. CTE Graduate Placement Rates**



The College continues to work closely with the local high schools through the PSEO/ Advanced Vocational Education Program (AVEP) programs. Unfortunately, statewide enrollment declines in 2004-5 are reflected in the Figure 3R4.b. Prior to that year, we were building a positive trend in the enrollment of high school graduates.

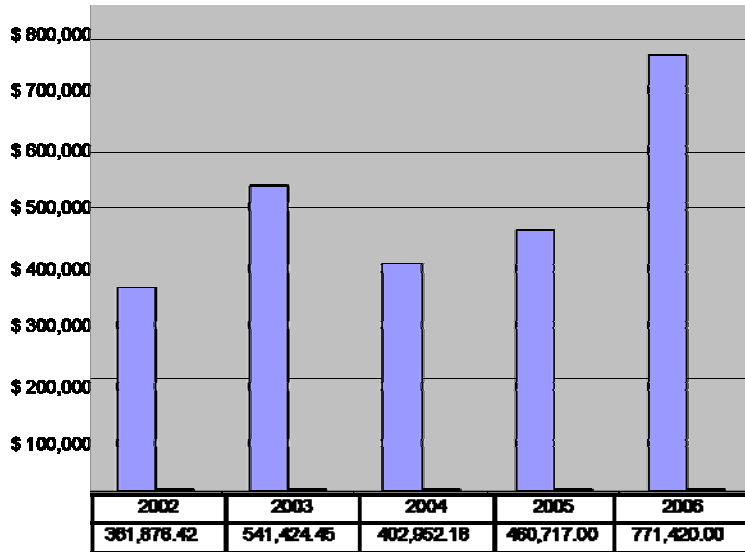
**Figure 3R4.b. Students Enrolled Directly from High School**



Ongoing articulation agreements with several higher education institutions broaden the options for students to pursue career goals. Apart from one university—CSU – Ft. Collins—which sends us reports on students who transfer from PCC, IPEDS data are the only basis for measuring transfer rates, and IPEDS data pertain only to cohort students. We need to develop a better way to track all of our transfer students.

Finally, results of relationships built with our stakeholders are reflected in the consistent donations to the PCC Foundation (see Figure 3R4.c).

**Figure 3R4.c. Foundation Donations**



**3R5 Comparing Results with Other Institutions**

At this time, we do not compare our results in this category to other institutions.

**3I1 Improving Current Processes and Systems**

We realize the need and the opportunity to develop a true system devoted to this purpose. Such a system might involve at least one component currently lacking: an annual collation of data concerning stakeholder needs and relationships upon which the entire campus community could base decisions about improvement initiatives.

**3I2 Setting Targets for Improvement and Communicating Improvement Priorities to Stakeholders**

Targets and priorities for improvement are established through the planning process and embodied primarily, since 2003, in AQIP action projects, all of which to date have been devoted to addressing the needs of particular stakeholder groups. During the planning process, we analyze all data mentioned in this category (in addition to other factors) to determine the priorities that have the greatest need and that will positively impact the college in terms of meeting the needs of our students and stakeholders.

Current targeted improvement priorities include developing a strategic planning process, revitalizing the PCC Library, assuring quality in online courses, linking student assessment results to annual planning, enhancing students’ first year experience through a freshman seminar (pilot project), and improving our delivery of developmental education. Between 2003 and 2006, our improvement projects focused on diversity, advising, human resource alignment, and student outcomes assessment.

Once determined, the targets and priorities are communicated through many avenues including:

- Website
- Advisory Council meetings
- College Assembly (now the AQIP Steering Committee)

- All Faculty Meetings
- Quality Team (classified staff) meetings
- Professional & Technical Staff meetings
- AQIP report
- Student Focus (PCC publication for students)
- College television station
- Local newspapers
- E-mail

## **Category Four Valuing People**

### **4C1 Distinctive Ways of Organizing the Work Environment to Support Student Learning**

See 5C for information about our governance structures.

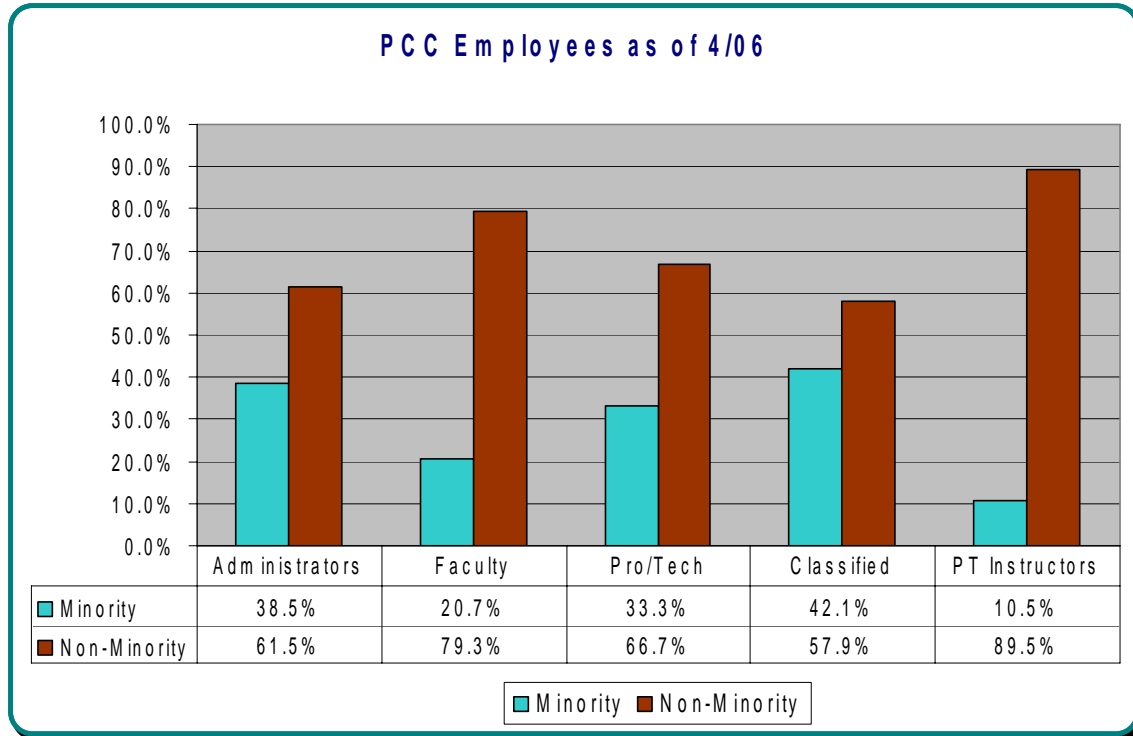
PCC job classifications are faculty positions, classified employees, and administrative and professional technical staff. The state of Colorado personnel system determines the job classification for the classified positions. Administrative and professional technical positions are exempted from the state personnel system.

PCC employs 81 full time faculty, 297 part time faculty, 28 administrators, 49 professional/technical staff, and 92 classified staff. We also have hourly and work-study employees, and we hire additional staff during peak times to assist in areas such as advising, registration, bookstore, and special projects and programs.

The instructional areas are organized into three distinctive divisions: B & T, A & S, and Health Professions. The instructional divisions and the Student Services division report to the EVP, who reports to the President. The Administration and Finance division reports directly to the President.

### **4C2 Key Institutional and Geographic Factors**

PCC's Pueblo Campus is located in an urban setting, but we serve a large rural geographical area. Because of our location, we have a smaller pool of potential employees than colleges located in larger cities. Nonetheless, PCC has developed a base of experienced and qualified employees who have diverse educational backgrounds and are committed to the institution. Our three biggest challenges are 1) to find qualified adjunct instructors on short notice, 2) to find and retain qualified health professions instructors, and 3) to enhance the diversity of our employees throughout the institution. Through an AQIP action project, PCC implemented an ongoing plan for recruiting, hiring, and retaining a diverse employee population. HR regularly evaluates the gender and ethnic distribution of administrators, professional/technical, and classified staff and through the hiring process, maintains a commitment to the diversity of personnel.



**4C3 Demographic Trends**

A major area of opportunity for PCC is to combine our various analyses of demographic data into a single system. We do not fully capture, nor do we optimize the use of, the most recent demographic data emanating from sources such as the National Center for Higher Education Management Systems, the Association of State Higher Education Executive Officers, and other agencies.

PCC obtains demographic data from the following sources:

- We partner with the Pueblo and Canon City Workforce Centers to analyze state and national trends in the job market.
- As a member of the PEC—a group of area educational institutions, the two chambers of commerce, and the Pueblo Economic Development Cooperation—we plan for upcoming economic trends, preparedness for educating our work force, and training needs of service area business and industry. We are also members of the Fremont Economic Development Corporation.
- Program areas analyze workforce trends through information obtained in state and national websites (Department of Labor and Bureau of Labor Statistics as well as School of Public Health statistics). In the Health Professions Division, the marketability factor for faculty positions is forecast annually and used as a recruiting tool for qualified faculty.
- Vocational programs obtain trend information from community advisory committees to develop programs and curricula for the business and industry work force needs of our service area for student placement upon graduation.

#### **4C4 Key Faculty, Staff, and Administrative Training Initiatives**

##### Ongoing Training

Administrators, professional and technical staff, and classified staff organize workshops for faculty and staff in areas such as:

- Sexual harassment awareness training
- Fiscal operations procedures training
- Budget tracking training
- On-line degree audit training
- Evaluation techniques training
- Computer training
- Safety training
- CPR training
- WebCT Vista training
- System training on Banner 7.x
- Instructor orientation
- Professional mentoring (this process is explained in detail in 4P2 under the section on retaining employees)
- Educational training: free tuition for PCC courses
- Retention initiatives
- Assessment

##### Recent and Current Specialized Training

PCC was awarded a Title V grant in 2003 and a Title V Partnership grant in 2006. These grants offer mini-grant funding for staff to attend professional development training. Both grants also offer Summer Academy workshops. The Title V Summer Academy focuses on teaching methodologies, mental health issues, and cultural diversity. The Title V partnership Diversity Academy focuses on multicultural and social justice issues in teacher education.

One of our future plans is to implement a Leadership Academy where employees who aspire to a leadership position can participate in a comprehensive leadership training specific to their personal goals. For example, if an employee aspired to become a director, dean, vice president or president, a succession plan would be designed specifically to guide the individual toward that goal.

According to the Campus Climate Survey 2006, 69.15% of respondents agree that PCC is responsive in providing professional development opportunities to encourage individual as well as program growth.

#### **4P1 Identifying and Ensuring Required Credentials, Skills, and Values**

For specific positions, the next level supervisor performs a job analysis to identify duties, tasks, or activities, as well as the personal characteristics, skills, and experiences necessary for successful performance. Certain credentials—licenses, certifications, etc.—may be required by our accrediting or grant-making agencies. Our salary plan specifies which academic degrees are required for each position. Once the job description is drafted, it must be approved by the next level supervisor, the appropriate dean or vice president, and the HR Director.

Once the job description is signed by all appropriate parties, the HR Office compiles a job bulletin that mirrors the job description. In addition to duties and responsibilities listed on the job description, the

minimum and preferred qualifications are also listed. When job applications are submitted for a position, the HR Director reviews the applications to ensure that minimum qualifications are met. If they are not met, the application is not forwarded for the next step in our screening process.

Faculty credentials to teach specific courses are approved by the immediate supervisor, department chairs, and deans. Faculty who teach CTE courses must obtain vocational credentials through the state system.

#### **4P2 Recruiting, Hiring, and Retaining Employees**

PCC recruits, hires, and orients employees according to an established process described in the PCC Policies and Procedures manual.

In an effort to retain employees, PCC supports the following activities:

- Title V provides many opportunities—summer training academies, learning communities, attendance at conferences, and mini-grants—for staff development
- Mentoring and scholarship programs for faculty and staff
- Diversity activities to recognize and celebrate the diversity of all employees and students
- Monthly “Shining Star” award to recognize outstanding performance
- Annual Employee Appreciation Luncheon.

PCC should develop a formal, inclusive employee retention system, especially in those areas, such as health professions instruction and Student Services, where it is hard to retain qualified employees.

When an employee does leave PCC, the supervisor and next level supervisor decide if the position will be filled or abolished, or if some other reorganization will take place; budget plays a large part in that decision. If the plan is to fill the position, our policies and procedures require that a screening process be held for all positions and therefore, only under rare circumstances can an employee be directly appointed into a position. If the position will be abolished, the plan needs to indicate how the duties will be redistributed or if the program will be shut down. If the plan is to reorganize, the supervisor and next-level supervisor need to indicate who will perform the duties and how other positions will be affected. All plans are approved by the EVP and president.

#### **4P3 How Work Processes Contribute to Communication, Cooperation, Performance, Innovation, Empowerment, Organizational learning, and Skill Sharing**

A prime area of opportunity for PCC is to formally study our work processes to measure their contribution to each of these categories. Using the Campus Climate Survey 2006 as a benchmark, we should implement evaluation processes that tell us more precisely where we need to improve.

##### Communication

PCC conducts communication through all the usual means—meetings, technology mediated means, distribution of hardcopy information. However, as 4R1 reports, our employees report in relatively low numbers that communication is encouraged. We need to investigate and improve this situation.

##### Cooperation

Cooperation is fostered by several processes:

- A shared governance system that has existed for the past several years
- Institution-wide participation in enrollment, retention, and graduation improvements
- Committee structures that seek to involve all constituents

- The AQIP action project mechanism, which brings employees together on projects of interest to them and special importance to the institution.

### High Performance

The work process that contributes most to high performance is the annual employee evaluation system. Unfortunately, in times of budget exigency, our merit pay system, which theoretically awards high performers monetarily, does not fulfill its purpose.

### Innovation

The work processes and activities that contribute to innovation include, but are not limited to:

- Encouraging faculty and staff to apply for mini-grants to develop exemplary new projects that will enhance careers, improve skills, and foster creativity and innovation within courses, programs, and processes to enrich the College community at large.
- Seeking input from external stakeholders to remain proactive in developing new programs and evaluating existing programs.
- Creativity as a value embedded in our mission and vision statement.
- Collaboration with Colorado State University-Pueblo through a Title V Partnership grant.
- Implementation of the Title V Grant that focuses on three distinct areas:
  - Professional development designed to support faculty driven efforts to increase retention.
  - Improving support services to individual students in each academic area of the college.
  - Increasing retention/academic success among specific groups of students via a Learning Communities initiative.
- Collaboration with the local school districts to provide college courses and services to outlying areas.

### Empowerment

The College seeks to empower its employees by enabling them to set their own work goals, make decisions, and solve problems within their sphere of responsibility and authority. Employees are also empowered through their innovative and creative work processes. The following are examples of empowerment:

- PCC Connection (a television program featuring College and community issues)
- Decisions to develop new programs, e.g., Aviation
- Learning Center re-design

### Organizational Learning

We gain insight and understanding from experience through experimentation, observation, analysis, and a willingness to examine both successes and failures. Some examples of organizational learning include but are not limited to the following:

- Training and implementation of Banner
- Training and implementation of WebCT Vista
- Contracting with national assessment speakers
- The creation of an advising philosophy
- Creation and implementation of an advising model
- Audits
- Self-studies
- Accreditation processes
- Attendance at conferences to learn best practices.

### Skill Sharing

PCC promotes skill sharing through the following means:

- Cross-training of employees, especially so they can better serve during peak times
- Sending employees to conferences and requesting that they share information in the form of workshops and/or presentation.

Our Policies & Procedures manual contains an ethics policy. We also have a sexual harassment prevention policy with mandatory training once every two years. A statewide computer policy ensures that only work related activities take place on the computer. Grievance and appeal policies are in place, and all complaints are investigated and handled as expeditiously as possible.

### **4P4 Faculty and Staff Development Processes**

All employees must meet requirements of performance evaluations, which encourage or require professional development as well as contributions to the College, students, and community. Some specific avenues of staff development are as follows:

- A rigorous three-year provisional track for newly hired faculty
- Until fall 2006, an active PDLA served the professional development needs of all faculty and staff. The PDLA was disbanded for budget reasons, and one of our major challenges now is to provide other avenues for professional development. The Title V office is emerging as a major provider of mission-related faculty and staff development.
- Training sessions organized and provided by faculty and staff to respond to required or requested training needs, such as sexual harassment awareness, fiscal operations procedures, safety, and Banner implementation.
- Encouraging participation in professional organizations. The College pays for membership and travel related to professional activities.
- Regular advisor training at the Pueblo and branch campuses.
- Title V sponsorship of Summer Academies devoted to faculty and staff development on issues of instruction, cultural diversity, and improving our processes and systems to bolster retention.

### **4P5 Determining and Aligning Training Needs**

Individual training needs are determined in the personnel evaluation process or by the requirements of vocational credentialing or professional licensing. Program, division, or college level training needs are determined in accordance with improvement initiatives tied to the institutional mission. For example, Title V has sponsored summer training academies to improve retention through diversity and poverty awareness. In 2007-2008, Title V will sponsor training in student engagement strategies in response to our 2005 and 2007 CCSSE results.

The branch campuses offer semi-annual all faculty in-service training on instructional issues. These sessions include all part-time faculty and cover subjects such as the assessment of student learning, academic integrity, and teaching strategies.

### **4P6 Designing and Using the Personnel Evaluation System**

Our evaluation system is developed through a committee process under the direction of HR following mandated guidelines from the State of Colorado or the SBCCOE. The currently approved evaluation forms and process descriptions are on file in the Library, Deans' offices, EVP's Office, HR, and the Intranet.

Faculty evaluation measures align primarily with AQIP Category 1—Helping Students Learn. Staff and Administration evaluations align with Category 1, as well as with Category 2—Accomplishing Other Distinct Objectives.

#### **4P7 Recognition, Reward, and Compensation System**

Our compensation plan is directly tied to our performance in helping students learn and in fulfilling our other distinctive objectives. HR communicates information about recognition and reward to all staff employees. Some of the features of the recognition, reward, and compensation system are as follows:

- Performance pay system ensures that high performance is identified and rewarded.
- Annual Employee Appreciation Luncheon/Dinner to extend public gratitude to employees and to honor employees of the year, those who are retiring, and those who have reached milestones in their service to PCC.
- Monthly Shining Star awards to recognize high performing employees.

#### **4P8 Determining, Analyzing, and Addressing Key Issues Related to Motivation**

PCC determines key issues related to faculty, administrators, professional/technical, and classified staff by using a variety of methods:

- The Campus Climate Survey 2006.
- The College Assembly offers an avenue for all campus employees to discuss issues and create solutions. College Assembly has evolved into a major factor in the shared governance process because it represents faculty, staff, and students from all campuses.
- Each division uses meetings and day-to-day communications to determine areas that need attention. Open meetings promote sharing key issues of concern with colleagues and supervisors.
- Faculty bring issues related to motivation to the Faculty Council and All Faculty meetings.

Depending upon the issue, the appropriate vice president or dean examines the concerns and takes appropriate actions. Some of these issues may also be covered in staff training, department or division meetings, committees, College Assembly, or the President's Cabinet.

#### **4P9 Employee Satisfaction, Health and Safety, and Well-being**

PCC has many different activities and processes in place to address employee satisfaction, health, safety, and well-being.

##### **Health, Safety and Well-Being**

###### *Sample Activities*

- Health Fairs
- Fitness Center membership available to employees at a low cost
- Workshops related to health and well-being
- Health and Awareness Week with identified speakers on current health related topics
- Deaf Awareness Day
- Diabetes Foundation Day
- Annual Flu Shots
- Diversity Activities
- Book club
- Semester celebrations: Spring Fling and Fall Fests

- CETD classes open and available to staff: Yoga, dance, meditation, alternative health care, relaxation and stress management, dieting, etc.
- Campus meeting for Weight Watchers
- Dr. Phil's Weight Loss Group weekly meeting
- Health Matters on the PCC website
- On-line Safety Training
- Identified individuals in each building trained in CPR and First Aid for emergency situations.

### Employee Satisfaction

#### *Sample Formal Processes*

- Representation of all employee groups on College Assembly—opportunity to provide input on all the areas identified in this category.
- Monthly Building Review and Evaluation to document the cleanliness of buildings, safety concerns, and needed repairs.
- Employee surveys of all health related service areas
- Ergonomic evaluations as requested and needed by staff.

#### *Sample Informal Processes*

- Open communication with staff to identify areas of concern
- Face-to-face feedback from staff regarding environmental issues such as cleanliness of their offices and other specific needs
- Some departments conduct on-line surveys that provide feedback for employee satisfaction and well-being (e.g., A & S)

### **4P10 Measures of Valuing People**

The most thorough and informative measure is the Campus Climate Survey, inaugurated in 2006. We intend to act on its findings and repeat the survey following the selection of a new president and after a reasonable period of time for changes to take effect.

The Campus Climate Survey 2006 represents the first time the College has collected and analyzed data to assess how PCC values people. The data tell us where the potential problems are but not why they exist. Therefore, we will use the opportunity presented by this self study to understand the reasons for positive and negative responses, then target improvements appropriately. 4R1 and 4R2 summarize the more pertinent or interesting survey responses in terms of the approximate percentage of respondents that agreed or strongly agreed with the survey statements.

#### **4R1 Results in Valuing People**

- 71% agreed that PCC is committed to creating an environment that understands and appreciates the attitudes, opinions, and values of diverse cultures.
- 80% agreed that their department is well structured to support student learning.
- 76% agreed that PCC has a commitment to increase the percentage of PCC graduates being placed in the workforce.
- 69% agreed that PCC is responsive in providing professional development opportunities to encourage individual as well as program growth.
- 42% agreed that PCC tracks demographic trends in a timely manner to analyze the workforce needs and the programs that support them.
- 50% agreed that PCC implements programs that support workforce trends in a timely manner.

**4R2 Results for Processes Associated with Valuing People**

- 76% agreed that PCC is committed to creating a workplace that values a diverse workforce.
- 41% agreed that faculty and staff trust and respect senior administrators.
- 37% agreed that PCC recognizes and adequately rewards the contributions of its employees.
- 48% agree that the benefits and supportive services provided by PCC contribute to job satisfaction.
- 43% are satisfied with the College's process for identifying and addressing key issues.
- 37% are satisfied with the process for analyzing potential solutions for key issues.
- 38% agreed that decisions regarding key issues are based on the analysis that was performed.
- 35% agreed that PCC follows through and implements the decisions made on key issues.

**4R3 Evidence of Productivity and Effectiveness**

Evidence to answer this question can be found in the "Results" sections throughout this Systems Portfolio.

**4R4 Comparison of Results with Other Institutions**

Currently, we do not compare our results with those of other institutions. This is an area of opportunity for PCC.

**4I1 Improving Current Processes and Systems for Valuing People**

Clearly, PCC needs to improve its work processes not only to increase productivity, but also to foster a sense among employees that their contributions are valued. Because of the untimely death of our president in August 2006, we were unable to follow up immediately on the findings of the Campus Climate Survey 2006. However, we are now entering a period of comprehensive strategic planning, and we are nearing the selection of a presidential finalist. As these major influences make their mark on the institution, we will address concerns identified in the survey and at an appropriate time, administer another campus climate survey.

Through the AQIP self-study process, including the Campus Climate Survey 2006, we have identified specific processes that we believe are either productive or unproductive. Certain processes are mandated by the state of Colorado and cannot be altered. Other processes have evolved over the time dictated by internal and external forces. The areas below reflect productive and unproductive processes on campus.

**Productive Processes:**

- Classified three step evaluation plan
- Professional/technical evaluation plan
- Faculty evaluation plan
- Professional development opportunities (until the PDLA was disbanded in fall 2006)
- Mini-grant opportunities
- Employee recognition process
- Staff/student "FYI" communication process
- Intranet communication process

**Unproductive Processes:**

- Purchasing and consultation process has too many steps
- Advising and Admission process needs to be more clearly defined and streamlined
- New Student Orientation process needs to be more efficient and effective

- Survey results need to be shared with employees in a timely manner
- Process for obtaining and keeping computer access for part-time faculty should be improved.

#### **4I2 Setting Targets for Improvement**

Improvement targets will be set as the new administration and new strategic planning effort begin to set directions for the future.

One option we might consider is to contract with an efficiency expert—preferably one with expertise in continuous quality improvement—to evaluate all PCC processes. An efficiency expert can help us identify where we can realize the biggest gains by improving work processes.

## Category Five Leading and Communicating

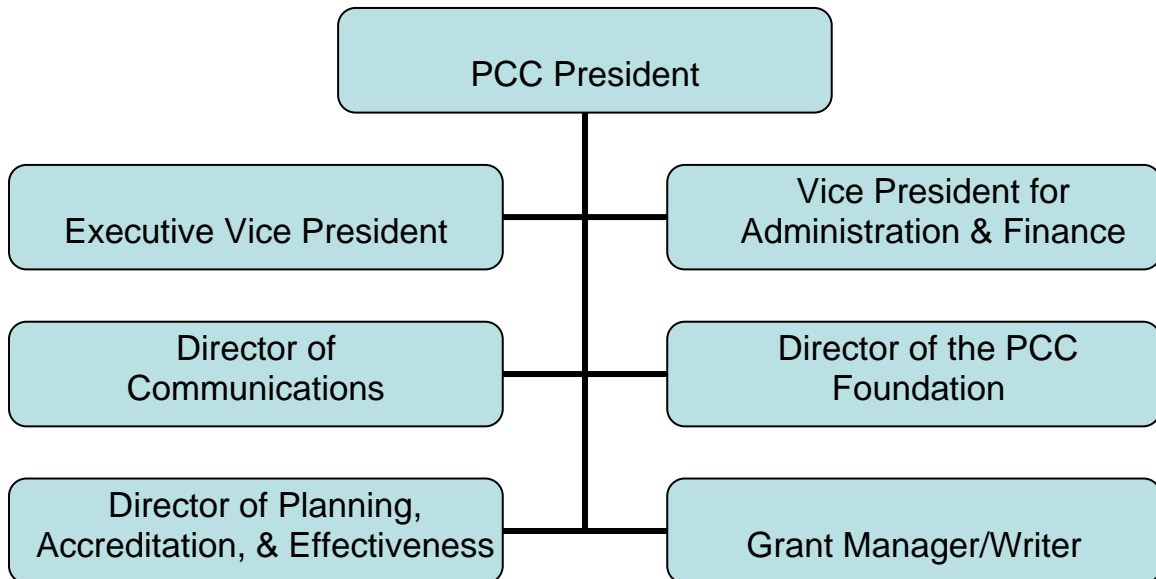
### 5C1 Leadership and Communication

#### Leadership

The leadership of PCC includes input and oversight from various governance structures and committees at local and state levels. The Colorado General Assembly has the overall authority and responsibility for higher education in Colorado. The CCHE is the agency responsible for planning and coordinating higher education in Colorado under the direction of the Colorado legislature. CCCS is under the governance, management, and jurisdiction of the SBCCOE.

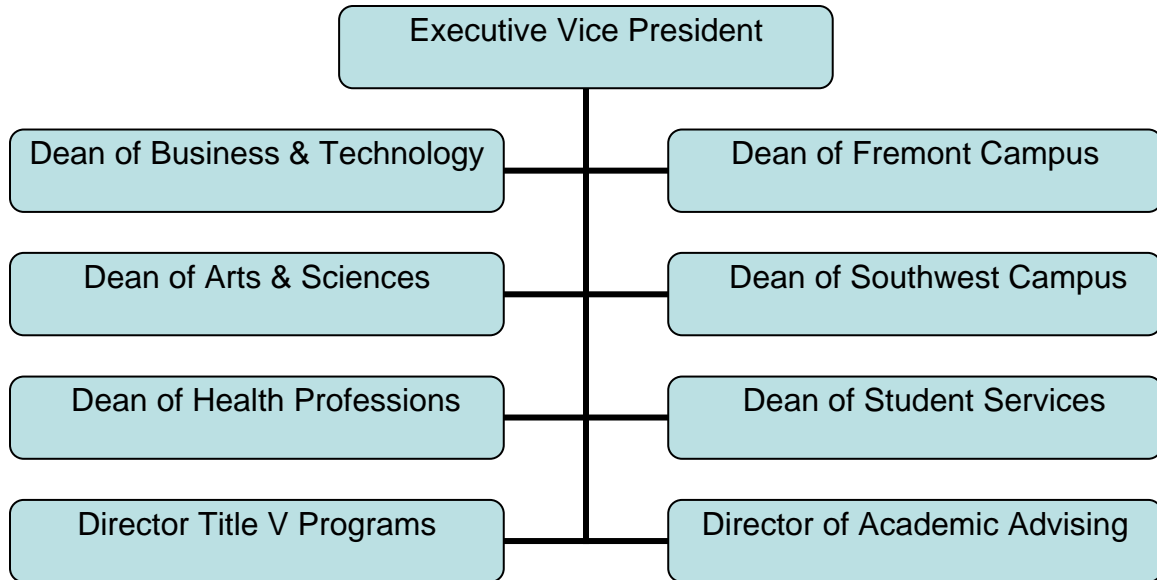
SBCCOE’s statutory responsibilities include governing the thirteen state system community colleges, receiving and distributing federal funds for occupational education, and approving and reviewing all academic and vocational programs. It also serves as the body that receives, demands, and holds money, lands, or other property that may be used in the interest of community/technical colleges and occupational education in the state.

The President of PCC is the chief executive and administrative officer of the College and reports to the President of CCCS. The President’s Cabinet includes the following positions that report directly to the President:



The President’s Cabinet meets regularly for discussion, sharing of information, decision-making, and approval of changes to College policies and procedures. Formal minutes of the meetings are maintained and communicated via the College intranet. The President’s Cabinet members disseminate President’s Cabinet-related information through regularly scheduled meetings with respective directors, deans, department chairs, faculty, and staff.

The EVP oversees the academic divisions, the Student Services division, and the branch campuses. This includes the supervision of the Dean of Student Services, the three academic deans (A & S, B & T, and Health Professions), and the deans of the branch campuses, who in turn oversee their respective directors, chairs, faculty, and staff.



The Vice President for Administration and Finance is responsible for the College budget and fiscal operations, physical plant, grounds, purchasing, computer services, and printing services.

Each system college, including PCC, has a locally established College Advisory Council as specified in state statute (CRS 23-60-206) and SBCCOE policy (BP 2-25). The College Advisory Council advises the College President and the SBCCOE on the educational needs of the community and serves as a liaison between the College and the various entities within the community. The Council, which meets regularly throughout the year, also promotes PCC programs and services in our service areas. The College Advisory Council serves as the Advisory Council for the Pueblo campus and the branch campuses. Each branch campus has its own Advisory Committee that meets on a regular basis and consists of community members who represent diverse segments of the community. Both the Fremont and the Southwest Advisory Committees appoint one of their members to attend the College Advisory Council meetings in Pueblo and to provide updates and information related to the their campuses.

Faculty, staff, students, and community members participate in leadership at PCC through a system of representative constituency groups, mainly identified as committees, including vocational program advisory committees. These groups provide all constituents an opportunity for communication and participation in the decision-making process.

Committees composed of faculty representatives include Faculty Council, the Curriculum Committee, the Faculty Salary and Load Committee, the Faculty Evaluation Committee, the Assessment of Student Learning Committee, and the Mentoring Committee. Minutes for these committees are available on the PCC intranet. The purpose of faculty committees is to provide a means for representing PCC faculty to the President and to the President’s Cabinet on all matters pertaining to policies and issues affecting the faculty, instruction, and student learning.

The College Assembly and the Enrollment Management Committee include representatives from faculty, professional/technical, and classified staff. College Assembly, the overarching committee of the College,

reviews institutional mission and purposes, develops and recommends to the College President procedures which will help the College meet its mission, serves as the AQIP steering committee, and addresses any other items that will promote improvement at PCC. Membership includes elected representatives from administrative and professional/technical staff, classified staff, faculty, including the Faculty Council Chair, and the branch campuses. The chair of the College Assembly—elected by the Assembly members—sits on the President’s Cabinet.

The Enrollment Management Committee meets monthly and is made up of representatives of staff, faculty, and students. The large group addresses enrollment and retention issues of PCC. This committee has grown in membership and responsibilities due to expectations from the SBCCOE, AQIP processes at PCC, and legislative mandates.

The Student Senate is the recognized student leadership organization. It supervises and appropriates designated Student Senate funds, coordinates special student activities, provides social programs, and represents student concerns to the administration and faculty. Student Senate also appoints student representatives to serve on College and State-level committees. The Student Senate President sits on the President’s Cabinet. The Fremont Campus has a Student Advisory Council that supervises student activity funds and plans activities.

### Communication

Communication between all faculty and departments is facilitated with the use of voice mail and email throughout the institution. The majority of contracted faculty and staff have computers and telephones in their offices. Part time instructors have access to computers throughout the institution. Information is also communicated through written memos disseminated via faculty mailboxes and through the Administrative Assistants. Implementation of the new centralized community college computer system, Banner, will continue to provide ongoing, up-to-the-minute communications within the community college system and will add the ability to assign email accounts for all enrolled students.

Written publications are used for additional communication and include the traditional College catalog, course schedule, and student handbook. Weekly publications, *Student Focus* and *Fun Yet Interesting News*, provide information about college events, club activities, and student features.

PCC also maintains a web page to provide college information to the general public, students, and staff. Web CT/Vista is also used to communicate and post information to students enrolled in online and hybrid courses at PCC. PCC has access to four public access television channels that broadcast to the Pueblo area. In addition to delivering courses, we broadcast information about college activities, information, and events.

### **5C2 Aligning Leadership Practices with Board and Oversight Entities**

A “top-to-bottom” structure connects CCCS Policies and Procedures with PCC Policies and Procedures. Similar alignment occurs between PCC and CCCS planning documents, and the priorities of those documents are represented in division, department, and personal goals. At times, this hierarchical relationship can become strained; for example, PCC is currently pursuing its own strategic planning process in the absence of recent planning on the part of CCCS. In this case, PCC will be close to publishing its own strategic plan when CCCS finalizes its own. The challenge will be to anticipate the merger of the two plans into meaningful alignment.

Each year, the CCCS President provides negotiated “President’s Goals” to the College President; these goals are related to strategic system goals and tied to benchmarks and measurement techniques.

Fulfillment of these goals may involve all employees and be represented in AQIP action projects, task forces, and other management processes.

Enrollment analysis and reporting is the area of strongest alignment between CCCS and its member colleges. We are hoping to expand our own data collection, analysis, and representation capacity at PCC in the coming year to enable leadership to focus on commonly understood challenges and to track the effectiveness of solutions.

Published PCC policies, procedures, and related meeting minutes help ensure that our leadership practices are visible and that a high level of understanding of leadership practices is maintained. Bylaws of the College Assembly specify a process for the development of most procedures and their recommendation to the college administration.

### **5C3 Ethics, Equity, Social Responsibility, and Community Service**

PCC promotes strong ethical values and standards among employees and students. This is reflected in the college's hiring and termination practices as well the established policies of the college. All new and continuing employees are oriented to the college's expectations of ethical behavior on and off the campus. The college has also established a student academic integrity and code of conduct policy to address the college's ethical expectations of its students. The "Academic Integrity" statement is posted on all course syllabi, and student conduct and academic dishonesty are both addressed in the PCC Student Handbook.

Our commitment to equity is also shown in our efforts to meet the needs of a diverse population. In August 2004, as part of an AQIP action project, PCC developed its first Diversity Plan to specifically address those needs. PCC believes that diversity enhances the learning/working environment; our practice is to provide a positive environment that is fair, equitable, and ethical.

In keeping with our mission as a community college, we believe that full community involvement at all levels is one of the most important responsibilities of the College. During 2006-2007, our diversity theme is "Giving Back to the Community." A report on community service activities is available in our Communications office.

The value of service is also embodied in many of our college programs, clubs, and organizations. For example, the Automotive Program provides automotive tune-ups and car shows, and sponsors blood drives to raise monies for community projects. Also, Student Senate and the Fremont Campus Student Advisory Council, Phi Theta Kappa, the PS Care Club, and many other clubs and organization host various fund raisers for the needy. We also have service learning projects that allow our students to volunteer their services within the community, teaching them social responsibility and skills needed in the workplace. These and other events and programs reinforce the importance of leadership, social responsibility, and community involvement among our students.

### **5P1 Setting Directions and Responding to Stakeholder Needs**

PCC's leaders set directions in several ways:

*By responding to the direction of the CCCS strategic planning initiatives.* In an effort to overcome a statewide enrollment crisis that began in 2004-2005, CCCS produced a strategic planning document—its first—that emphasized recruitment, distance education, operational excellence, and financial aid issues. PCC then wrote its own "strategic plan" detailing specific goals within those broader areas, as well as the means to attain those goals. (Neither document is based on true strategic planning processes; both are primarily responses to immediate challenges.)

*By fulfilling what are informally known as “President’s Goals.”* This is a document in which CCCS directs each system college president to show improvement in certain “areas of emphasis” with which more specific goals are associated. President’s Goals have a general, but not a direct, relationship with the CCCS strategic planning document.

*Through its own emerging strategic planning process.* See Category 8 for a description of the new planning process currently under development. Through this emerging process, involving hundreds of internal and external stakeholders, we are hoping to evolve beyond a pattern of crisis management and towards action based on a proactive strategic vision for the future.

*Through AQIP processes.* Since 2003, the AQIP action project has become the vehicle for setting new directions and involving the optimum number of stakeholders in the process. See 8C2 for information about our current action projects.

*Through the activity of particular individuals and groups acting on perceived needs.* Two recent examples involve seeking and receiving state approval for a student health fee to fund a health clinic, and creating new aircraft maintenance technology programs at the Pueblo Municipal Airport.

### **5P2 Seeking Opportunity and Sustaining a Learning Environment**

PCC has an established record of enabling individuals to pursue opportunities that present themselves. Our decision making process allows flexible response and allocation of available resources. Two recent examples are the approval of a student fee to support a new student health clinic and the signing of a contract to purchase, through the PCC Foundation, an off-site building to enable expansion of programs and to foster partnerships.

The leadership team, in collaboration with local education and business leaders, frequently assesses the effectiveness of program offerings and other institutional services and makes necessary changes to enhance the learning environment and improve student retention. The PCC grant writer has been aggressive in seeking grant funding to support these efforts especially with respect to PCC’s designation as a HSI.

Careful and conservative budget planning by the leadership team has enabled PCC to sustain a strong learning environment despite drastic declines in statewide funding in recent years.

### **5P3 How Decisions are Made**

The President’s Cabinet is the formal decision making body. It relies heavily on data and factual information to make sound decisions about budgets, policies, and daily operations of the institution. Decisions are based on funding availability, the ethical parameters set forth by the college and the SBCCOE, and the overall impact decisions will have on the effectiveness of our educational programs and services. Some examples of our decision making process, how we use committees, and how decisions are carried out, are as follows:

*Policy Decisions* – A new policy or idea can be developed and submitted to the President’s Cabinet by anyone or any group within the College. The proposed policy is then distributed campus wide, including the branch campuses, for a 10-day review by all employees and Student Senate. The President’s Cabinet then reviews comments and recommendations regarding the pending policy and determines whether the policy will be implemented, revised, or rejected.

*Budgetary Decisions* – All major funding decisions are the responsibility of the President with consultation of the President’s Cabinet. Funding for individual departments/programs has been driven by an endorsed budget formula that allocates resources based on FTE, employee count, and other factors. This process has made it possible to make funding decisions based on relevant data. Budgetary information is disseminated to all employees.

*Hiring Process* – For each job opening, a Search and Screen Committee consisting of professional/technical, faculty, and classified personnel is established to complete an applicant file comparison and forward recommendations. After identifying the finalists, the next step in the process is selecting an interview committee that includes the immediate supervisor, individuals who may work directly with the candidate, and representatives from both faculty and staff. The interview committee recommends and forwards the names of the top candidates on to the EVP and the President for final interview and approval. The President and EVP take the immediate supervisor’s recommendations into consideration when making their final decision.

**5P4 Using Information in Decision Making**

College leaders are becoming more proficient at using information and results to drive the decision-making process. However, as Category 7 makes clear, we need to further develop our capacity in this area, especially in light of recent developments at the U.S. Department of Education. To this end, PCC is considering establishing an Office of Institutional Research (IR) to coordinate, analyze, and report statistical information to stakeholders and decision makers.

Currently, PCC’s leadership relies on a variety of data (see Table 5P4) collected by EMSR as well as the Administration and Finance area to evaluate progress in achieving our goals, as well as our compliance with CCCS performance objectives. We analyze both quantitative and qualitative data.

In the academic arena, the APSA (1P8) looks at each program, and the results of this review guide policy decisions on funds, personnel allocations, and opportunities for program improvement. When combined with input from advisory boards, student focus groups, program accreditation agencies, and community input, the College gains valuable information to support decision making and for developing improvement plans.

**Table 5P4. Data Sources Consulted in Decision Making Processes**

Data Source	Frequency	Leadership	Purpose
QIS Indicators	Annual	Faculty, Department Chairs, Deans, EVP Finance	Program evaluation and review
Enrollment Reports	Ongoing	President’s Cabinet Deans, Department Chairs, Directors	Track FTE and departmental enrollment trends
Fiscal Reports	Monthly	President’s Cabinet	Financial tracking
Enrollment Management Plan	Ongoing	President’s Cabinet Enrollment Management Committee	Direct activities related to student recruitment and retention
Perkins Core Performance Indicators	Annual	Faculty, Department Chair, Dean EVP	Grant budget and program compliance
Program Review (APSA)	Annual	Department Chair, Dean, EVP, President	Budget, staffing and quality improvement

Community College Survey of Student Engagement	Every Two Years	President's Cabinet Faculty	Provide information for program and student services improvement
Community College Survey of Faculty Engagement	Every Two Years	President's Cabinet	Provide information for instructional improvement
Open Forums	Ongoing	EMSR and Deans	Provide feedback for improvement
Retention Initiatives	Ongoing	EMSR and Enrollment Management Committee	Increase student success and graduation rates
VE 135	Annual	Vocational areas and EMSR	Monitor vocational placement for program improvement
Advisory Council & Committees	Ongoing	President and SBCCOE	Community guidance and direction
President's Report	Monthly	President and Communications	Document important events and activities for CCCS and other uses
CCHE Performance Contract	Semester Annual	President's Cabinet	Defines strategic goals and priorities
Performance Planning & Evaluation	Annual	Immediate Supervisor	Budget and professional development
Faculty & Student Evaluations	Semester Annual	President, EVP and Deans, Department Chairs	Faculty development and curriculum review
College-wide Surveys	Every Two Years	President, EVP, Deans, and Title V	Provide information for administrative and office improvements

### **5P5 Communicating Between Levels**

PCC communicates between levels via memos, e-mail, and a number of regularly scheduled meetings. Among senior administrators, communication occurs during semi-monthly President's Cabinet meetings and in regular EVP Dean's Team meetings. Information from these meetings is distributed to Department Chairs and staff during monthly meetings with their respective deans, and an additional Department Chair-Instructional Team (DCIT) meeting is conducted by the EVP. Additional interdepartmental communication occurs at the monthly division and department meetings conducted by the dean or immediate supervisor. Monthly All Faculty Meetings provide an additional forum for communication of faculty and/or College issues. Minutes for all meetings are distributed via e-mail or posted on the PCC Intranet.

In addition to monthly meetings, annual forums are conducted on a regular basis. The President's Cabinet and DCIT attend their respective annual retreat during summer sessions where a more lengthy session provides an opportunity to communicate, discuss, and in some instances, resolve critical matters. At the start of fall and spring semester, a general meeting is provides information from the President and other administrators to all faculty and staff.

### **5P6 Communicating Shared Vision and Values**

Our vision, mission, values, and purposes are embedded the PCC Catalog and other print publications, as well as the PCC Website. As our strategic planning process moves forward, all constituents are participating in a reconsideration of these statements, and changes will be the result of mutual agreement and communication.

### **5P7 Encouraging Leadership Growth and Sharing Best Practices**

Historically, PCC has encouraged leadership growth in several ways:

- Shared governance processes enabling fuller participation in decision making
- Faculty leadership of standing and ad hoc committees
- Mentoring training for faculty prior to serving as mentors for new faculty
- Dean involvement in state-level groups such as the Education Services Council and the Colorado Association of Career & Technical Administrators (CACTA)
- Staff participation in statewide councils such as the Registrar's Council, CCCS Advisors Council, and the CCCS Financial Aid Group.
- Participation of staff in Leadership Pueblo and Leadership Canon City (annual leadership seminars for future leaders) and the PDLA for the CCCS (an annual leadership academy for faculty and staff who wish to learn more about leadership in CCCS)
- Interim administrative job opportunities for faculty
- Student leadership opportunities through the Student Senate and other student clubs and organizations.

### **5P8 Leadership Succession**

PCC is developing a formal leadership succession plan. The tragic loss of our president in August 2006 placed the need for such a plan in stark focus, and work began on this project in fall 2006.

### **5P9 Measuring Leadership Effectiveness**

#### Direct Measures

- The annual evaluation process, which affects all personnel. Annual reviews take several forms based on job assignment, but they all cover the areas of leadership, professional development, communication, and community service.
- Bi-annual college-wide survey in which staff, faculty, and students rate each department/division, addressing such issues as responsiveness, professionalism, and delivery of services.
- The Campus Climate Survey 2006—reported in 4R1—provided evidence that pertains directly to issues of leading and communicating.

#### Indirect Measures

- In 2005 and 2007, we completed our first CCSSE and Community College Survey of Faculty Student Engagement (CCFSSE). These data are being studied to reach conclusions about leading and communicating.
- Other indirect methods of measuring communication and leadership come from EMSR. Reports generated by this department provide indirect indicators – information about student retention, FTE and general enrollment trends, student demographics, historical FTE and headcount and graduate employment—that help to quantify our success in fulfilling our mission.

### **5R1 Results for Leading and Communicating**

See 4R1 for results of the Campus Climate Survey 2006. These results were clearly disappointing; however, soon after their publication, we lost our president in a plane crash, and we have not followed up on the results. Following selection of a new president—scheduled for May or June 2007—and after a reasonable interval, we will repeat the Campus Climate Survey to gain comparative information and to help us develop improvements.

In the local educational arena, PCC has been recognized as a leader by CCCS for innovative reporting methods pertaining to enrollment and program review. We were also recognized for the successful promotion of our College Opportunity Fund Campaign and for our VEA System (now on hold because of Banner implementation) which was put in place to identify at risk students to assist with student retention. PCC staff have been asked to lead and assigned additional duties in the CCCS conversion to Banner, which speaks to our ability to cultivate leaders.

### **5R2 Comparing Results with Other Institutions**

We do not compare our results in this area to those of other institutions. This is an area of opportunity for PCC.

### **5I1 Improving Current Processes and Systems for Leading and Communicating**

Prior to his death in August 2006, our president acknowledged the need for PCC to improve in the areas of leading and communicating. To address this need, he expanded his President's Cabinet to include not only upper administrative members but also representatives from other areas, namely Student Senate and the College Assembly. This change allowed issues to be brought forth from all levels of the institution and improved the communication of decisions within the institution.

As reported earlier, PCC is also developing a leadership succession plan so we can "grow our own" leaders to guide the institution into the future. We have begun to create a mentoring program for administrative, professional/technical, and classified employees.

Communication is always an ongoing struggle and needs to be reviewed on a regular, consistent basis. The change from written and oral communications to electronic communication presents some continuing difficulties and assumptions that the speed of delivery improves communication. Identifying critical communications and presenting these in numerous formats may be a possibility for improvement.

Communicating with students and potential students is an area of needed improvement for PCC. The growing use of iPods and other electronic devices by young adults offers a new avenue for disseminating information to students.

### **5I2 Setting Targets for Improvement**

We expect much improvement in the areas of leading and communicating to result from the rigorous selection process currently underway for a new PCC President.

Various surveys, community feedback, data collection, and progress on performance goals have served as strong tools to identify challenges and areas for improvement. Also, the AQIP action project mechanism allows faculty and staff to focus on improvement targets that are of interest to them; we should explore developing an action project to address the findings of the Campus Climate Survey 2006. Our emerging strategic planning process (see Category 8) will enable us to identify areas for strategic improvement. The President's Cabinet determines which improvement targets are the most important and how they need to be addressed.

## Category Six Supporting Institutional Operations

### 6C1 Key Support Service Processes and Needs

PCC identifies key service processes for both students and staff. Several of these processes also extend to external stakeholders. Table 6C1 identifies the key services and/or offices by category. (One area of opportunity for us as we develop our quality improvement systems is to re-conceive of this material in terms of processes that cross department/office boundaries).

**Table 6C1. Key Support Service Processes and/or Offices**

KEY SERVICES	STUDENTS	ADMINISTRATIVE & FACULTY	OTHER STAKEHOLDERS
<i>Admissions &amp; Records</i>	X	X	X
<i>Alternative Education (Distance Learning)</i>	X	X	X
<i>Bookstore</i>	X	X	X
<i>Campus Activities</i>	X	X	X
<i>Campus Safety</i>	X	X	X
<i>Cashier's Office</i>	X		X
<i>Children First</i>	X	X	X
<i>Communications &amp; Community Relations</i>	X	X	X
<i>Community Education &amp; Training Development</i>	X	X	X
<i>Computer Services</i>	X	X	X
<i>Counseling &amp; Career Services</i>	X		X
<i>Enrollment Management &amp; Student Retention</i>	X	X	
<i>Facilities Maintenance</i>	X	X	X (Rental)
<i>Financial Aid</i>	X		
<i>Financial Services (Fiscal, Accounting, Budgeting, Payroll)</i>		X	
<i>Fitness Center</i>	X	X	X
<i>Food Services</i>	X	X	X
<i>Foundation (Development)</i>	X		X
<i>Grant Writing</i>		X	
<i>Human Resources</i>		X	
<i>Learning Center</i>	X	X	X
<i>Library</i>	X	X	X
<i>Professional Development Leadership Academy(PDLA)</i>		X	
<i>Student Clubs</i>	X	X	X
<i>TRIO Grant Programs Upward Bound Student Support Services (Former Project Success)</i>	X		
<i>Title V Grants</i>	X	X	
<i>Veterans Upward Bound</i>	X		

See Category 3, Understanding Students' and Other Stakeholders' Needs, for information on how we determine needs for student and other support services.

**6C2 How Services Support Student Learning and Other Distinctive Objectives**

Our support service processes exist to meet identifiable needs of students and other stakeholders. In addition, we change our processes as needed to ensure the best outcomes for students, staff, and external stakeholders. Key examples include the following:

- Learning Center Services – Supports students in the areas of academic testing, assessment testing, computer access, tutoring, and disability resources.
- Library Services – Supports students academically with research materials, study space, and guidance. These services are being revised under our library revitalization action project, declared in April 2007.
- Advising Services – Includes new student orientation and mandatory advising each semester to ensure students choose appropriate courses to meet their goal. These services are in transition as a result of our Advising action project, retired in fall 2006.
- Career Counseling and Transfer Services – Offers students who are undecided or who wish to change their majors academic, career, and personal counseling. Also provides students who wish to continue their education beyond PCC with transfer information on four-year colleges and universities.
- Alternative Education Services – Coordinates the delivery of online and technology enhanced classes that provide student with options for learning. These services are being revised under our Quality Assurance in Online Education action project, declared in fall 2006.

Table 6C2 relates PCC’s key student and administrative support services to Categories 1 and 2.

**Table 6C2 How Services Support Student Learning and Other Distinctive Objectives**

Key Service Processes	Helping Students Learn	Accomplishing Other Distinct Objectives
<i>Admissions &amp; Records</i>	Provides support for students who are preparing to enter college. Acts as a depository of all student information.	Provides support for student entry into programs such as CETD, SBDC, GED, PSEO, AVEP, the adult high school and senior-to-sophomore courses.
<i>Alternative Education (Distance Learning)</i>	Offers flexibility for student instructional needs, along with an alternative avenue for learning.	Provides unique courses to outside agencies.
<i>Bookstore</i>	Provides a central location for students to obtain learning materials required for course participation.	Offers a resource for community members to obtain learning materials and supplies.
<i>Campus Activities</i>	Offers an opportunity for students to participate in campus life, enhance their life skills, and develop social skills.	Community members often enjoy programs, plays, and other activities provided through the college.
<i>Campus Safety</i>	Provides a safe, secure environment conducive to learning.	Offers additional services such as escorting to vehicles, unlocking automobiles. and “jump starting” vehicles.
<i>Cashier’s Office</i>	Serves as a repository for financial transactions; offers a flexible payment plan to make it easier for students to access college.	Provides assistance to outside agencies in billing and tracking scholarships, allowing students the opportunity to access additional funding.

<i>Children First</i>	Offers child care referrals to students and support services for child care so students are able to attend college.	Offers child care referrals and support services in an eleven county region. Also provides training, public relations, and community outreach to the public.
<i>Communications &amp; Community Relations</i>	Publishes informational material for students regarding programs, services, and events.	Develops marketing plans and disseminates college information to the public. Keeps community apprised of college events and opportunities.
<i>Community Education &amp; Training Development</i>	Serves as a link and support for students completing GED or Adult High School to enroll in college.	Supports community education and training needs by offering classes, workshops, and customized services on campus, on site, and via the internet.
<i>Computer Services</i>	Offers support for instructional computing to faculty and students. Maintains instructional computer labs for student access, loads software, and maintains server for on-line classes.	Manages computer infrastructure. Maintains telephone system. Provides support services for hardware and software for staff and tenant organizations.
<i>Counseling &amp; Career Services</i>	Gives students the opportunity to identify an appropriate course of study. Conducts advising for undeclared students. Provides personal counseling and referral service and information on avenues for employment. Conducts seminars on job seeking skills.	Conducts job fairs for the community at large. Provides counseling and career services for PSEO and AVEP (high school) students enrolled in PCC courses.
<i>Enrollment Management &amp; Student Retention</i>	Coordinates recruitment and retention efforts throughout the college. Is responsible for developing and implementing the enrollment management plan.	
<i>Financial Aid</i>	Provides financial support for students to attend college.	
<i>Fitness Center</i>	Offers students another elective option. Promotes physical well-being.	Provides the community with a needed service.
<i>Food Services</i>	Offers a convenient on-campus food option for students. The GPA Dining Room provides food service while serving as a lab for culinary arts students.	Provides the community with a needed service for public events. The GPA Dining Room is a gourmet alternative for the public.
<i>Foundation (Development)</i>	Creates opportunities for student scholarships.	Serves as a connection between the college, the alumni, and the community at large in building scholarship dollars for students.
<i>Learning Center</i>	Provides students with placement testing to match their abilities with appropriate course selections. Also provides tutoring for successful completion of courses and support for faculty to test students.	Offers testing services for community organizations.

<i>Library</i>	Provides students with on- and off-campus access to the resources necessary to successful completion of courses. Teaches students information literacy. Seeks out consortial agreements that expand students' access to resources. Supports faculty by acquiring resources to support the curriculum and assists faculty with scholarly research.	Through cooperative agreements, provides distinctive resources and services that support learning. For example, as a participating Colorado Library Card (CLC) member, PCC students, faculty and staff have access to the collections of other Colorado CLC libraries. Offers community member access to resources.
<i>TRIO Grant Programs</i>	Creates opportunities for at-risk and special population students by giving them the additional support necessary for a successful academic outcome.	Upward Bound provides outreach to the community.
<i>Title V Grant Title V Partnership Grant</i>	Provides support to the college, as a HSI, in delivering services and resources to this student population. Enhances professional development opportunities for faculty and staff.	
<i>Facilities Maintenance</i>	Provides a clean, pleasant, and safe environment for student learning.	Provides adequate facilities for other distinctive program uses.
<i>Student Organizations</i>	Provides students with avenues to gain leadership experience and support program objectives.	Students provide support throughout the community through activities, e.g. Thanksgiving and Christmas baskets and health/dental screening.

**6P1 Identifying Student Support Service Needs**

This is an area in which PCC performs quite well but not as systemically as we should. As reported below, we recognize the need for a more formal system of data gathering and analysis.

Some services are mandated by local, state, and federal guidelines while other student service needs are identified through informal student surveys, the CCSSE, focus groups, campus climate surveys, active involvement of administrators with the Student Senate, and Student Senate representation on the President's Cabinet. Needs may also be identified by faculty members or staff. In addition, many programs conduct exit interviews with graduating students, and graduate surveys are sent within six months of graduation as part of the program assessment plans for many programs. EMSR has been active in evaluating processes related to the service needs of students. EMSR utilizes surveys, focus groups, and other methods to gauge student satisfaction and areas for improvement.

The following processes are utilized to gather information regarding the support service needs of students:

- Strategic planning brainstorming sessions
- Student surveys (institutional and academic, CCSSE)
- Student Senate and Fremont Campus Student Advisory Council feedback
- College Assembly meetings (faculty, staff, and student participatory group)
- Faculty evaluation process
- End-of-semester student focus groups
- Program review and performance reports
- Department Chair and Instructional Team meetings
- Complaint mitigation process

- PEC meetings
- Local board memberships of faculty and staff (educational & civic)

### **6P2 Identifying Administrative Support Service Needs**

Some administrative support service needs are established by local, state, and federal guidelines. Other needs of faculty, staff, and administrators are determined both through formal processes such as surveys and informal processes such as topical discussions. The following processes are utilized to gather information regarding the support service needs of faculty, staff, and other stakeholders:

- Strategic planning brainstorming sessions
- President's Cabinet meetings
- Deans' Team meetings
- College Assembly (faculty, staff, and student participatory group)
- President meetings with classified, professional, and technical staff
- Divisional meetings
- Department Chair and Instructional Team meetings
- Program Review and performance reports
- Surveys of staff
- Complaint mitigation process
- PEC meetings
- Local board memberships of faculty and staff (educational & civic)

### **6P3 Managing and Documenting Support Service Processes**

The directors of the various units manage the key student and administrative processes on a daily basis. These individuals have the responsibility to ensure that the processes in place meet the needs of students and other key stakeholders. Each department establishes standards that are followed and, through frequent departmental meetings, reviews its processes to determine if changes need to be made. It is also the responsibility of the directors, deans, and other administrators to ensure that state and PCC policies and procedures are followed. There is a formal procedure to add a new policy or to change an existing policy.

In addition, reports are provided to the President's Cabinet monthly on facilities, budget, enrollment, personnel, branch campuses, and student issues. Suggestions may be made for changes and/or improvements. Surveys are conducted semi-regularly to assess the satisfaction of the key student and administrative departments. Directors and deans use the results to make adjustments and improve processes as needed.

However, PCC needs an annual or bi-annual formal process to perform an in-depth evaluation of every office and service on the campus. A formal report should include strengths, areas for improvement, and a plan of action to effect necessary changes.

### **6P4 Using Information to Improve Services**

While PCC has developed an extensive enrollment management plan that addresses learning and other services and processes, we have no written, formal process in place for using information collected to improve services. As our new planning model takes shape in 2007 (see Category 8), we will integrate such a process into operational planning. Generally, however, the process works as follows: key administrators collect the data at their disposal and report it to the President's Cabinet, which makes changes to improve processes.

### **6P5 Measures of Effectiveness of Support Services**

PCC has conducted several “all-campus” surveys of staff and students in prior years. However, these surveys should be conducted on a more regular basis. In 2005 and 2007, PCC participated in the CCSSE, in part to assess student support needs. We are moving toward developing consistent measures of effectiveness as the AQIP focus on continuous improvement gains ground at our institution.

Besides CCSSE, implemented in 2005, the other regular survey is an annual survey of student satisfaction with instructional student support services.

EMSR conducts its own research into the service needs of students using the following means:

- Focus groups of current students to assess student perceptions of services.
- Phone calls to targeted student groups to identify service needs and provide resource information or intervention when necessary. Input is gathered regarding services on campus.

PCC needs to integrate and coordinate these data gathering processes to produce more recognizable and usable results.

### **6R1 Results for Student Services Processes**

One of PCC’s 2003-2006 AQIP action projects was devoted to improving advising services to our students. One outcome of that project was the hiring of a Director of Advising, who is coordinating the development of a new advising system. Under Title V, funding is available to support other improvements in students services, the most prominent among these being the current action project devoted to library revitalization.

In addition, PCC has implemented a mandatory orientation process for students. This has helped to eliminate some of the road blocks students may encounter early in their academic career. Finally, the President has included the Student Senate President in bi-monthly President’s Cabinet meetings and planning sessions to provide key administrators with a student’s perspective.

For survey results reflecting student satisfaction with support services, see 3R1.

### **6R2 Results for Administrative Support Services Processes**

In 2003, PCC identified two additional action projects through AQIP: Diversity and Human Resource Alignment. The Diversity Task Force developed and implemented a diversity plan and received funding to implement activities designed to increase awareness of diversity issues. In addition, the Human Resource Alignment Team reviewed processes for academic program review and the current budget formula to ensure that processes are apportioned to instructional and administrative programs in a well thought-out and open manner. Both action projects were retired successfully in fall, 2006.

The issue of professional development for faculty and staff was an area of concern in HLC feedback to our 2001 Self Study. We are still wrestling with the best way to structure and fund professional development, especially at the branch campuses. Due to an ongoing budget crisis, funding for professional development activities has been reduced over the last few years. Partially in response to the HLC concern, in 2004 we established a PDLA, funded by Title V. The PDLA was disbanded in fall 2006, with professional development responsibilities disbursed among the various divisions. The results of this change are not yet available.

**6R3 Comparison of Results with Other Organizations**

Through the 2005 CCSSE survey, we are compared to other similar institutions with regard to student services processes. We scored above the mean on the frequency and importance of financial aid advising, satisfaction with academic advising/planning, satisfaction with career counseling, and satisfaction with student organizations. We are now awaiting the results of the 2007 CCSSE survey.

**6I1 Improving Systems and Processes**

PCC conducts formal and informal evaluations of student and administrative support services, but these efforts need to be coordinated into a more coherent system that includes improvement and re-evaluation cycles. Several of our past and current AQIP action projects relate to support services issues; under a more coherent system, these projects would become more fully integrated into the fabric of the institution, and a single set of processes would evaluate the effect of improvement measures.

As an example, during spring 2006, PCC conducted a Campus Climate Survey to gauge the level of staff satisfaction with institutional support for both instructional and service areas. The results of the survey indicated that 80% of staff agreed that their department is well structured to support student learning. In a related question, 51% of staff agreed that their department was staffed and equipped appropriately for the work required, 33% disagreed, and 12% of staff had no response to the question. However, we have yet to act on these data to make specific improvements. We will repeat the Campus Climate Survey at an appropriate time following the hiring of a new president in summer 2007.

**6I2 Targets for Improvement**

Through the AQIP process, it has become clear that PCC needs to clearly identify benchmarks and document methods used to improve services to students and staff. Our evaluation methods should be more focused and better coordinated. In 2006, our president expressed his support for a more defined process for how the college evaluates services to students and staff. Institutionalizing surveys and other evaluative methods can provide administrators with the data needed to appropriately evaluate needs and provide an effective method of communicating to stakeholders.

## Category Seven Measuring Effectiveness

### **7C1 Information/Data Collection, Storage, and Access**

Historically, PCC’s principal data collection and analysis tool has been a cumbersome set of Vax programs incorporating student information and financial records.

We are currently implementing a new information management system. CCCS has adopted Banner for all thirteen system colleges. Banner is a highly sophisticated program designed to capture all data pertinent to the operational, planning, and evaluation needs of institutions of higher learning. It offers CCCS and individual colleges a common program that will integrate state-wide operating policies and procedures and enhance operational effectiveness by

- fully integrating data bases on a state-wide level
- providing more easily accessible data reports to end-users
- providing a meaningful basis for macro and micro analysis of institutional effectiveness in comparison with other community colleges.

Banner was originally scheduled to be fully functional in the first month of 2007 following a 1 ½-year implementation phase. However, at this time several Banner modules are still not functional, and estimates are that CCCS may require an additional year to finish implementing the program. In the meantime, colleges are seriously challenged to meet certain reporting deadlines; other reporting requirements are met through Data Warehouse, our older storage system.

In addition to Banner and Data Warehouse, individual departments collect and maintain their own data to enhance operational effectiveness. Student assessment data are maintained by academic departments and reported annually by the Assessment of Student Learning committee.

PCC is also a member of the Integrated Postsecondary Education Data System (IPEDS). Twice per year, we contribute a range of data to IPEDS and receive complete reports of our status. At this time, we do not fully use the capabilities of IPEDS to analyze our own performance or to compare our performance with other institutions. In part, this is the result of IPEDS’s cumbersome Peer Analysis tool; as it is improved, we will use it more often.

### **7C2 Key Institutional Measures for Tracking Effectiveness**

PCC employs the following qualitative and quantitative assessments to measure institutional and programmatic effectiveness:

**Figure 7C2. Measures for Tracking Effectiveness**

Area	Measures for Tracking Effectiveness
Student Engagement	CCSSE
Student Success	Cohort retention and graduation tracking.
Academic Achievement	Assessment of Student Learning processes; board and licensure examinations; hands-on demonstrations of competencies.
Student Satisfaction	Student satisfaction surveys and focus groups.
Learning Environment	Reports on class size, faculty-student ratios, and full-time – part-time faculty ratios.
Employee Satisfaction	Employee satisfaction and campus climate surveys.

Instructor Quality	Student evaluations of faculty; documented observation of faculty by supervisors.
Program Effectiveness	APSA, a locally developed quantitative analysis tool.
Service Orientation	Individual performance evaluations; periodic reports documenting employee community service involvements.
Institutional Communication	Campus climate surveys.
Decision-making Processes	Campus climate surveys.
Community needs	Grant research data drawing on federal and state sources (e.g., U.S. Census Bureau); PEC contacts; program advisory committee input.
Financial Stability	Revenue sources and ratios; tuition/fee rates; costs of deferred maintenance, energy; grant revenue; employee benefits costs analysis, etc.
Community Education and Workforce Training	Program and course evaluations completed by participants; workforce needs surveys and focus groups, advisory groups and community input.

### **7P1 Information/Data Selection, Management, and Use**

Until August 2006, PCC's President conducted monthly President's Cabinet meetings to review and address all operational plans, AQIP initiatives, enrollment/retention/graduation data, financial information, and other issues ranging from local community concerns to state and federal mandates or initiatives.

This process emphasized data as the basis for improving overall services to students and other constituents. Additionally, because President's Cabinet consists of all college vice-presidents, division deans, the chairs of Faculty Council and College Assembly, and a student representative, this venue provided structured and open lines of communication for managing and using data at all levels of the institution.

As President's Cabinet reacted to the crisis of our president's untimely death in August 2006, the President's Cabinet meetings lost their focus on managing and using institutional data; clearly, we need to return to some such system (see 7II).

We select, manage, and use information to support our objectives in the following ways:

*To support student learning.* We collect and analyze enrollment data to ensure sufficient enrollment for ongoing growth. We also gather data on program vitality and effectiveness. These data include instructor effectiveness, academic achievement outcomes, graduation rates, placement rates, and costs of instruction.

An example of the management and use of information/data is the APSA Quantitative and Qualitative Review. Programs that fail to meet benchmark standards in four of the seven indicators complete a program qualitative narrative. Deans, department chairs, and the EVP make appropriate decisions about programs based on APSA data. The end result is a formalized process for program improvement, assessment, and accountability.

*To support our overall institutional objectives.* We collect and analyze financial data to determine how well the college is fulfilling its responsibilities. We also collect and analyze qualitative data to determine the satisfaction of employees and constituents, as well as the degree to which we fulfill our civic roles and

responsibilities. As discussed in Category 2, we believe we are in the early stages of developing measurement processes for our other distinctive objectives. We need to create appropriate indicators and benchmarks for each objective, devise appropriate collection methods, and assign responsibility for managing and using the data.

*To support planning and quality improvement.* Our principle mechanism for selecting, managing, and using data at this time is the AQIP action project. Each action project must identify a specific improvement goal tied to our current operational plan. Each project must also be justified on the basis of data indicating a need for improvement. Finally, every project requires an evaluation component based on measurement of results in ways determined by the action project team. All action projects are approved by the President's Cabinet and monitored by the College Assembly (in its role of AQIP steering committee) and the President's Cabinet.

### **7P2 Determining Internal Needs for Information/Data Collection, Storage and Accessibility**

As Banner moves toward full implementation, PCC will be developing new processes to ensure PCC staff and students ready access to information pertinent to their needs. This will include a new design for the college web page (begun in May 2007) to provide ready access to data and report links.

### **7P3 Determining Priorities for Comparative Information/Data**

Like most community colleges, we have a pressing need for valid comparative information regarding enrollment, retention, and graduation rates. Under our current funding system, enrollment directly impacts our state budget allocations and are thus of foremost concern to the college. Retention and graduation rates are used by CCCS to compare system colleges under state performance contracts. These data have been released to the press in the past; thus, we have a strong incentive to track our performance in these areas. Finally, accurate comparative data regarding instructional costs—both direct and indirect—are critical in determining how to leverage resources in times of increased competition and unstable revenue flow. The “true cost” of education is also becoming a matter of national concern, so we expect to be generating more of this type of data.

In other areas, namely those identified throughout this portfolio, much more work needs to be done nationally to develop standard data definitions, collection methods, and interpretive processes. This is especially true in the area of general education outcomes.

### **7P4 Analyzing Performance Data**

It is precisely in the area of analysis that we believe we need the most improvement. Currently, end users analyze data according to their varying priorities and abilities. This decentralized approach has three demonstrable problems:

- 1) It is not aligned with institutional objectives but serves purposes that might be too specific.
- 2) It prevents effective sharing of data and conclusions based on those data.
- 3) It results in mistaken or skewed analysis. For example, processes that have competing goals (e.g., enrollment management—whose goal is to increase enrollment—and general education advising—one of whose goals is to ensure student persistence from developmental to college level courses) might view data regarding the number of developmental courses students take in completely different ways.

7I1 describes the improvement processes we plan to implement in 2007.

### **7P5 Information/Data Alignment with Institutional Goals and Objectives**

PCC faces ongoing challenges in the areas of enrollment, retention, and graduation. These challenges—and the budgetary problems associated with them—have tended to supersede other institutional goals. Our data processes to support enrollment efforts are robust: EMSR shares these data with the entire institution daily. In terms of retention and graduation, our data processes are appropriately aligned but not robust; at any given time it can be difficult to obtain the latest figures.

In terms of student learning, the Assessment of Student Learning program measures student outcomes related to our five general education competencies (1C1) and to department specific outcomes. However, we continue to struggle with the validity of our assessment results, particularly since relatively few of them outside the health professions disciplines are externally benchmarked. During summer 2007, we will begin a long overdue process of “assessing assessment” at PCC.

As our strategic planning process (Category 8) moves forward, one of our explicit goals is to align objectives to strategic vision, action steps to objectives, and data processes to action steps in such a way that we operate continuously in a directed, data rich environment.

### **7P6 Ensuring Effectiveness of Information Systems and Related Processes**

Computer Services department personnel work closely with faculty, staff and students in the design and use of information technology. Computer Services is responsible for the acquisition and installation of all computer hardware and software. This ensures effectiveness in compatibility, price, durability, licensure, maintenance costs, company support, networking capabilities, and a host of other factors. Faculty determine program hardware and software application needs with input from advisory committees and employers. Program/unit directors in conjunction with Computer Services determine specialized needs.

The Banner implementation process is working to ensure data integrity across all CCCS colleges. Security in general is achieved through a ‘suite’ of methods controlling spam and viruses. Mail gateways monitor email for malicious code, viruses, and spammers. Antivirus software is installed on computers to control localized infections. Updates are applied automatically.

PCC employs a collaborative oversight and control process over the following components of our information infrastructure:

- Computer Operations and workstations
- Server applications, front office, and infrastructure
- Learning and lab technical support
- Web strategies and technologies
- Educational technology and learning applications

### **7P7 Effectiveness of Measurement Systems and Processes**

We do not collect and analyze measures of our system for measuring effectiveness at this time. Such measures might include timeliness and accuracy of data reports, involvement of appropriate personnel in interpretation and analysis, validity of conclusions drawn from data, and the extent to which data are used in decision making. PCC needs to develop its capacity in this area.

**7R1 Results for Measuring Effectiveness**

PCC adopts the following inventory (paraphrased from McClenney and McClenney 2003. “Community College Inventory: Focus on Persistence, Learning, and Attainment”) to evaluate its performance in measuring effectiveness. Our results indicate a need for across the board improvements in this area.

<b>Institutional Status in Developing Culture of Evidence</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
a. Information systems provide systematic, timely, useful and user friendly information about student persistence, learning, and attainment.			X		
b. Institutional culture promotes willingness to rigorously examine and discuss performance regarding:					
• Student persistence		X			
• Student learning			X		
• Student attainment (certificates, degrees, transfer)			X		
c. Institution is committed to cohort tracking of entering students to determine rates of attainment and identify areas of change				X	
d. Institution regularly collects, analyzes, and reports data pertaining to:					
• Completion of developmental courses		X			
• Developmental students’ success in entry-level college courses		X			
• Completion of selected “gatekeeper” courses		X			
• Rate of completion of all courses		X			
• Persistence—re-enrollment from one term to the next			X		
• Certificate and associate degree completion				X	
e. Above data are disaggregated by student characteristics, including:					
• Gender		X			
• Race/ethnicity		X			
• Income level	X				
f. Institution regularly assesses its performance and progress in implementing educational practices that contribute to higher levels of learning and persistence.		X			
g. Results of student and institutional assessments are used routinely to inform decisions regarding:					
• Strategic priorities		X			
• Resource allocation		X			
• Faculty and staff development		X			
• Improvements in student programs and services		X			
h. Beliefs and assertions about “what works” in promoting student learning and attainment are evidence-based.		X			

**7R2 Comparisons of Results**

Except in the areas of enrollment, retention, and graduation, we do not systematically compare our performance to other colleges. Other comparisons are inherently difficult because data definitions, collection methods, interpretation, and reporting vary from institution to institution. Banner will offer a partial solution to this problem in Colorado by allowing meaningful comparisons in selected categories of information “at the push of a button.” IPEDS also can be used to compare institutions in certain areas. Historically we have not used the IPEDS Peer Analysis Tool, but we are beginning to develop our use of this and other comparative tools (VE-135, statewide graduation/retention data, CCSSE data results, etc.).

**7I1 Improving Current Processes and Systems and 7I2 Setting Targets for Improvement**

PCC is in the developing stages of establishing an institutional culture of evidence. Given the recent focus on accountability at federal and state levels, we are aware of the urgent need to improve in this area and are taking steps to implement change.

We currently measure effectiveness by analyzing data captured through various means: our information management system, surveys, assessment instruments, performance reviews, program effectiveness reviews, and feedback from constituency groups. However, these methods need to be better aligned and integrated to support planning and improvement goals, and we need to expand our data collection/analysis capacity to support decision making.

In July 2006, PCC created a “Director of Planning, Assessment, and Effectiveness” position to consolidate and align all assessment efforts and to develop an overall plan to address specific areas of improvement identified by surveys, performance evaluations, and the AQIP process. The last nine months have witnessed significant movement in the areas of planning and AQIP process improvements.

We are hoping to implement the following improvement measures in the next year:

- Integrate the Director of Planning, Accreditation, and Effectiveness position into a newly created IR office.
- Staff the IR office with professional research capacity to respond to the information needs of the entire college.
- Bring Banner fully online and increase our ability to use its many functions.
- Align our information gathering capacity with emerging strategic and operational planning goals as they are identified in the current planning process.
- Through the IR office, the President’s Cabinet, and front line supervisors, involve increasing numbers of the campus community in developing a culture of evidence.

## Category Eight Planning Continuous Improvement

### **8C1 Vision for the Future of PCC (5-10 Years)**

For a variety of reasons, primarily the continuing enrollment and budget crisis in Colorado, PCC has not had an explicit, concrete, institution-wide vision of its future for some years. (For our current vision and mission statements, see 1C1. We interpret 8C1 as asking for a more concrete description than that provided by our current vision statement.) Nor have we had a true strategic planning process in place. Rather, out of necessity, we have reacted to annual enrollment and budget decreases that have left little room for long range planning. We do have a strong institutional desire for a long range vision and plan; evidence for this comes from the various documents, written in the last several years, that bear the name “strategic” but in reality are more focused on solving immediate challenges.

This situation is changing as we have come to recognize the necessity—especially in the context of budget crisis—to develop a true strategic vision and focus our energies on achieving it. In July 2006, PCC hired a Director of Planning, Accreditation, and Effectiveness to coordinate institutional planning efforts and tie them coherently into our quality improvement commitments under AQIP. One of our new AQIP action projects, declared in October 2006, commits us to design and implement a meaningful strategic planning process for PCC.

During 2006-2007, we worked to conceptualize a planning model that will serve our needs even in challenging budgetary times. Relying on a professional consultant with close ties to the communities we serve, we are nearing the end of the first stage in a year long process of information gathering, visioning, and action planning. At this time, we have involved most of our major constituent groups in facilitated conversations to elicit their concerns and hopes for the future. Progress was reported to the President’s Cabinet on March 30, 2007 in “A Time for Vision: An Interim Report on Strategic Planning at PCC.” This report summarizes the responses of our constituent groups, presents a draft strategic planning model, and proposes a series of next steps to move the process forward.

On May 18, 2007, we took the next step. Based on all information gathered so far, the President’s Cabinet and College Assembly met for a joint visioning session. The purpose of the session was to produce a draft vision of the kind of institution we want to become by 2012. Following is a tentative statement of some common themes that emerged from the session:

*By 2012, through dramatic improvements in innovation, leadership and accountability, communication, focus, funding, and branding/marketing, PCC will...*

- *Be the acknowledged first choice in higher education for regional vocational and transfer students*
- *Enable high rates of student persistence and success by supporting and engaging the “whole student”*
- *Proactively create new opportunities to overcome systematic constraints*
- *Produce graduates that are recognized as the best in their fields.*

A version of this statement will be presented to the entire institution for formal adoption in fall 2007. The next step will be to decide on the actions that will take us towards our strategic goals. Our target date for developing and beginning work on those action steps is December 2007.

## **8C2 Short and Long Term Strategies**

In 2003, we began to align our improvement processes under the AQIP action project structure. Our first three action projects (all retired in fall 2006)—devoted to advising, diversity, and human resources alignment—were understood to be long term and far reaching initiatives that would help us fulfill our mission. Two of these projects—diversity and human resources alignment—were responses to the HLC feedback on our 2001 Self Study.

Between 2003-2006, PCC pursued other major initiatives outside the scope of the action project system. These focused on improvements in enrollment, retention, and graduation rates; decision-making processes; campus-community collaboration; professional development opportunities (also a concern related to our 2001 Self Study); and assessment of student learning processes.

Work in all these areas continues today, but beginning in 2006, we have included more of our efforts under the umbrella of action projects. One of our goals is to make the AQIP action project the primary avenue for all institutional improvement, thus ensuring accountability as well as alignment between planning, budgeting, and accreditation requirements.

Our new action projects—five declared in October 2006 and one in May 2007—are the following:

1. *Strategic Planning*: We are committed to developing an effective and repeatable strategic planning process by May 31, 2007 and to crafting a new strategic plan for our institution by December 2007.
2. *Employing Student Assessment Results in Annual Planning*: To support improvements in instruction, we are focusing on ways to tie the results of our student assessment program to the annual planning and budgeting process.
3. *Developmental Skills*: We are undertaking a three-year study of problems and solutions related to developmental education. During the third year, we will fully implement tested improvements in this area.
4. *Freshman Seminar*: We are conducting a freshman seminar pilot project to determine the feasibility of requiring a freshman seminar to improve student retention.
5. *Quality Assurance of Online Courses*: We are developing peer review and assessment processes to assure the quality of PCC online courses.
6. *Library Revitalization*: We are redesigning and reconfiguring our library to provide greater access to students and enable them to pursue learning actively and socially within the library walls.

Five of these projects directly relate to our mission to “create learning opportunities through excellence in teaching and service” to support student learning. The project devoted to strategic planning is of overarching importance to all of our operations and to the long- and short-term budgeting of resources.

One example of a major project that has developed independently of AQIP is the creation of a student health clinic. In April, 2007, CCCS approved a student fee to support a health clinic to support the PCC main campus. Our students face major financial challenges that often interfere with their education, and one of those challenges relates to their ability to pay for medical services and advice to keep themselves healthy enough to attend classes. With the approval of a student health fee, this project can now go forward.

## **8P1 Planning Process**

PCC is following a strategic planning process that is generally recognized and accepted in the educational as well as the corporate world. It involves the following steps:

- Determining where we are.
- Imagining where we want to be.
- Analyzing the resources we have to work with.
- Deciding how to get there.
- Monitoring and evaluating progress.

We are currently nearing the end of the first step and transitioning into the second. Since fall, 2006, we have been gathering information from our constituents in a series of facilitated discussions. To help us in this activity, PCC has enlisted the support of a Pueblo planning consultant with special expertise in facilitating planning for large organizations. The consultant has employed a combination of two recognized group facilitation processes—Technology of Participation (TOP) and Appreciative Inquiry—to lead our faculty, staff, and advisory council members through focused conversation and brainstorming on the issues that matter most to PCC. We have used the following six “critical questions” to guide the conversations:

- What could be affected or changed in a positive direction in 5-10 years if we did something significant now?
- What bold new risks do we need to take?
- What is working that needs to be carefully watched, preserved, and encouraged?
- What are the current signs of the future happening now?
- What are the consequences of inaction?
- What future desired result or change in the current situation is going to require our persistence and perseverance?

The sessions are conducted as follows. In “carousel” fashion, small groups circulate from question to question, arriving at answers to each question through timed conversations with peers and recording the answers on large chart paper. At the end of the session, individual participants vote on the answers that strike them as most worthwhile, and then each small group reports on the items that received the most votes. The answers are then compiled into a report that is available to all participants.

At this point, we have gathered responses from the following groups:

- Main Campus Advisory Council and the President’s Cabinet (in a joint session)
- Full Time Faculty (Pueblo Campus only)
- Classified Staff
- Administrative and Professional/Technical Staff
- Students (Pueblo Campus only)
- Part Time Faculty (via a web-based survey)
- Fremont Campus Advisory Council

This process will continue until we have gathered input from all major stakeholders. After May 31, we will be seeking input from carefully selected external stakeholders, and we intend to employ the same process with them. (We have yet to seek input from external stakeholders for two reasons: first, Pueblo City Schools is conducting its own major strategic planning effort involving all sectors of the Pueblo community, and we believe we should learn what we can from that process. Second, we want to find a way to integrate external stakeholders more consistently and productively than the typical “one time focus group” approach common to most planning efforts.)

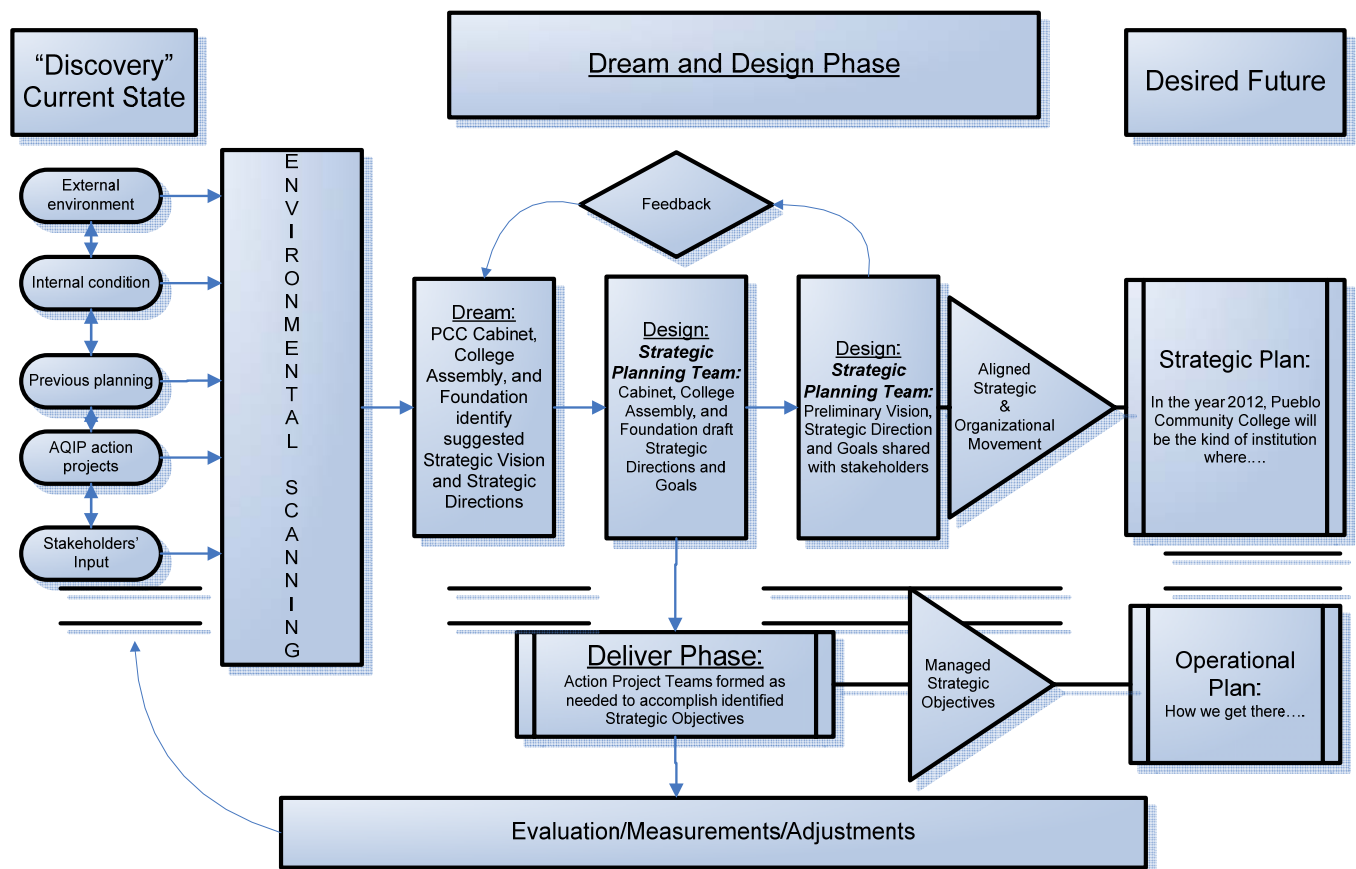
In the areas of AQIP and state/national education policy, information is filtered through PCC’s office of Planning, Accreditation, and Effectiveness to the President’s Cabinet, and all members of the President’s

Cabinet have their own ties to state and national sources of information relevant to their particular areas of interest.

A Proposed Planning Model

PCC is designing a model that allows for flexible adjustments to our strategic plan as the environment changes. The aforementioned report, “A Time for Vision,” proposed the following strategic planning process for the President’s Cabinet’s consideration:

Pueblo Community College  
Strategic Planning Process Model



This model suggests the right kind of distinction between strategic and operational planning. It is worth noting that PCC once had an effective operational planning model called the CASP process. Though this process bore a misleading name (“strategic”), it served us well in providing grassroots input to the annual budgeting process. We should consider reviving some version of CASP.

### **8P2 Selecting Short and Long Term Strategies & 8P3 Developing Key Action Plans**

Historically, we have developed strategies in response to the following imperatives:

- CCCS planning or performance goals
- Presidential vision
- Internal constituents’ (departments, committees) ideas for improvement
- Community forums and board requests
- Budget exigencies

As mentioned above, we are now seeking to align a greater portion of our improvement efforts under the umbrella of AQIP action projects. (When we are able to set a true strategic vision later this year, our improvement projects will align with that vision.) These projects are developed as a result of 1) periodic Strategy Forums sponsored by AQIP, and 2) the perceived need for improvement in a particular area and the personal initiative of an institutional champion or team.

Our first three action projects were developed in a 2003 Strategy Forum; these projects have run their course and were retired in fall 2006. All six current projects have local champions who wish to use the mechanism of the action project to provide accountability and visibility for their projects. Our next Strategy Forum is scheduled for November, 2007.

One major project, creation of a student health clinic, has developed independently of AQIP through the efforts of the deans, particularly the Dean of Student Services, who served as the project champion, and the President’s Cabinet.

Based on the nature of the strategies, they are developed through a network of committees or task forces established to address needs. All AQIP action projects are described in draft declaration reports and presented to the President’s Cabinet for approval. The President’s Cabinet may change the terms of the project or alter its timeline or evaluation measures, but upon the President’s Cabinet approval, the declaration is posted to the AQIP website where it serves as a reference for the action project team and other interested parties. College Assembly, in its role of AQIP steering committee, provides advice and guidance to participants as the project unfolds.

Other projects go through basically the same process to receive the President’s Cabinet approval but without the involvement of AQIP accountability and reporting processes.

### **8P4 Coordinating Plans and Strategies with Different Institutional Levels**

The President, in conjunction with the President’s Cabinet, coordinates the implementation of any given project. The goal of each project is reviewed and assigned to the appropriate division/department for development of specific actions. The President’s Cabinet monitors progress on each project through regularly scheduled department, division, and task force meetings.

### **8P5 Selecting Measures and Setting Performance Projections**

One of the major advantages of AQIP action projects is the fact that they require project teams to develop timelines with milestones and set clear process and performance measures. Our AQIP projects adhere to these standards through the following procedure: the project team writes a draft of the project declaration that describes the scope, rationale, and timeline of the project. Then, working with the Director of Planning, Accreditation, and Effectiveness, the team develops appropriate evaluation measures for both the projects outcomes and its processes. Before the project is declared, it is revised as appropriate and approved by the President’s Cabinet. We then ask for outside review of some of our projects; four of our new projects were reviewed, with particularly valuable input on process and outcomes measurement, by the Director of Institutional Research at Aims Community College in Greeley, Colorado, before we posted them on the AQIP website.

Projects that develop independently of AQIP have informal projections and measures, but we do not yet ask that they identify specific measures for outcomes or processes.

### **8P6 Accounting for Resource Needs**

We anticipate that, as we shift the institutional focus from crisis response to more meaningful strategic direction, the process of allocating resources will change. Currently, the budgeting process works as described below.

The PCC Division of Administration and Finance works with stakeholders/representatives from every division of the campus to review financial needs prior to the upcoming fiscal year beginning in July. Financial trend information related to enrollment, reimbursement, state funding, other available resources, college priorities, and operational costs is made available for planning as well. The planning cycle includes the following steps:

- Budget meetings with the President’s Cabinet members are initiated to review the process, including the most current projection of funds available for the next fiscal year.
- Planning meetings are held at the divisional level with deans, directors, coordinators, faculty, and staff to gather information about major initiatives, the Master Plan, and other projects that will require spending in the upcoming fiscal year. Departments work with the Division Deans to align priorities with PCC priorities and or CCCS system initiatives.
- The President’s Cabinet is presented with budget allocations for each area. Budget Summary Sheets include allocation amounts along with estimates for personnel costs.
- Funds for what we now call “strategic planning initiatives”—but which are actually extra projects for which money might, in the best circumstances, become available—are determined and the Vice President of Administration and Finance works with the President’s Cabinet to prioritize equipment and staff needed for new initiatives and new programs.
- The tentative budget plan is submitted to the President for further review and approval.

### **8P7 Developing and Nurturing Employee Capabilities to Support Planning**

Due to budget constraints, the PDLA was disbanded in fall 2006. Nonetheless, we make every attempt to provided professional development for faculty, staff, and administrators who are involved in improvement initiatives that can benefit from such investment.

Title 5 supports attendance at professional development activities that relate to retention projects. One example is the March, 2007 “Institute for Library Revitalization” in Boulder, Colorado. Four faculty and staff attended the Institute in preparation for directing our library revitalization action project.

See 4C4, 4P4, and 4P5 for information about staff development in other contexts.

### **8P8 Measures of Effectiveness**

We do not directly measure the effectiveness of our system for planning continuous improvement. As our new strategic planning process moves forward, we will use the opportunity to develop such measures. Results of our evaluation will be published in sequels to the above-mentioned interim report on strategic planning, “A Time for Vision.”

The measures we collect in other areas of operation serve as indirect, partial indicators of the quality of our planning. For information about PCC’s measures of effectiveness, see Category 7.

### **8R1 Results for Accomplishing Strategies and Plans**

The major institutional strategy for the past several years has been combating the continuing enrollment and budget crisis, a challenge we share with our sister colleges in CCCS. Each semester, tremendous institutional energy is devoted to increasing enrollment.

Results to date on action projects are reported as follows:

- 2003-2006 action projects: See the final annual updates posted on the AQIP website.
- Current action projects: first annual updates will be published in fall 2007.

### **8R2 1-3 Year Performance Projections**

#### **Title V Action Plans**

One of the most exciting events of the past year was a Title V Summer Action Camp held May 14-17, 2007. Participants, most of whom had received Title V sponsorship to attend conferences and institutes related to student retention, came together to develop action plans for accomplishing retention goals. Using a facilitated planning methodology similar to that described in 8P1, participants developed action projects with concrete, measurable outcomes and timelines in five areas: focusing professional development and training, improving first-year student engagement, transforming leadership, raising money through grants and partnerships, and supporting and valuing adjunct faculty. These action plans tie directly into the draft vision statement developed in the larger planning session that occurred on May 18 (8C1).

#### **AQIP Action Projects**

The outlook for meeting the performance objectives embodied in action projects is excellent except in two cases: the developmental education and the freshman seminar pilot projects. The developmental education team has not been able to meet regularly, and the freshman seminar did not achieve an adequate enrollment for the study to proceed. The other action projects are exhibiting early signs of success, especially those devoted to strategic planning, library revitalization, and quality assurance in online courses.

The success of our first three action projects is documented in the 2006 final annual updates available on the AQIP website. Progress on current action projects will be formally reported in fall 2007 in their first annual updates.

**Health Clinic**

With the recent approval of an additional student fee for health services, one of our major projects, a student health clinic, can now go forward. This project directly supports our vision of supporting the “whole student” (8C1).

**8R3 Comparing Projections with Other Institutions**

We do not compare ourselves with other institutions regarding our projections. This is an area of opportunity for PCC.

**8R4 Evidence of Planning Effectiveness**

PCC is experiencing a renewal in its understanding of, and participation in, strategic planning and by extension, the operational planning that will be needed to achieve strategic goals. This year, we have engaged the attention of hundreds of constituents in planning and visioning sessions, and that work will continue. With the PCC President’s Cabinet serving as the strategic planning action project team, we are now moving forward to set a strategic vision that will help us overcome a focus on the immediate. By December 2007, we will identify a coherent set of action plans that will move us towards our vision of excellence. Each step in this process will be documented in periodic reports.

**8I1 Improving Current Processes**

As reported in 8C1, we are designing and implementing a new planning process that will improve the strategic focus of our institution. As part of this effort, our annual, or operational, planning process will be reviewed and, if necessary, refined to more transparently support strategic growth. Annual planning could become the subject of a future action project.

**8I2 Setting Targets for Improvement**

Our method for setting improvement targets is described in 8P3. Our current improvement targets are detailed in 8C2.

## Category Nine Building Collaborative Relationships

### 9C1 Key Collaborative Relationships

PCC collaborates with many local, state, regional, and federal organizations. As part of CCCS, we work with the thirteen other community colleges and the system office to advance system-wide initiatives, goals, and priorities. A current example of this collaboration is the statewide implementation of the Banner student information system. Implementation of Banner has required close collaboration between the CCCS and the individual colleges to design appropriate and timely solutions. We are committed to collaborating with others in our system to address the needs of CCCS as a whole.

This report focuses on the relationships that support the major aspects of PCC’s mission and purposes. Fig. 9C1.1 presents these relationships according to their type, their principal stakeholders, and their key purposes.

**Figure 9C1.1. PCC’s Key Collaborative Relationships Organized by Nature of Relationship**

<i>Nature of Relationship</i>	<i>Stakeholder</i>	<i>Specific Purposes</i>
Feeder (to PCC)	<ul style="list-style-type: none"> <li>○ K-12 schools</li> <li>○ Unique programs (GED, AVEP, PSEO Programs, Health Academy)</li> <li>○ Job Training Programs (WorkLink)</li> <li>○ Pueblo Workforce Center</li> <li>○ Pueblo County Department of Social Services (Welfare- to-Work program)</li> <li>○ Other community colleges and universities</li> <li>○ Community Education Initiatives – Kids’ College, Senior Mini College (Fremont), PCC Connection</li> </ul>	<ul style="list-style-type: none"> <li>○ Enable us to meet the needs of traditional and non-traditional college students, students transferring to PCC, Hispanic students (in keeping with our HSI designation), those needing job skills training, and economically disadvantaged members of our community.</li> <li>○ Help us provide services to other populations and expand our presence within the communities we serve.</li> </ul>
Receiver (from PCC)	<ul style="list-style-type: none"> <li>○ Universities, technical colleges (public &amp; private)</li> <li>○ Business &amp; industry employers</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide transfer opportunities, through guaranteed transfer programs, articulation agreements, and informal relationships, for graduates who wish to continue their education.</li> <li>○ Provide local business and industry with qualified and highly trained employees.</li> <li>○ Provide our graduates with opportunities for employment.</li> </ul>
Community support and citizenship	<ul style="list-style-type: none"> <li>○ Chambers of Commerce</li> <li>○ Economic Development Agencies</li> </ul>	<ul style="list-style-type: none"> <li>○ Allows us to provide quick response to business and industry training needs.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Community non-profit organizations</li> <li>○ Community College BizNet</li> </ul>	<ul style="list-style-type: none"> <li>○ Public support of various community organizations (PHEF, PAACO, CCC, etc.)</li> <li>○ BizNet is the Workforce Development and Community Services Department of all the system and some non-system CC's in Colorado.</li> </ul>
Business & Industry	<ul style="list-style-type: none"> <li>○ Advisory Committees</li> <li>○ Health Care Facilities</li> <li>○ Business partnerships with HAAS, Honda, Ford, Trane, Lincoln Electric</li> </ul>	<ul style="list-style-type: none"> <li>○ Provide information about industry related career and technical training programs</li> <li>○ Provide internship opportunities for our students</li> <li>○ Provide donated training resources for students.</li> </ul>
Educational Support	<ul style="list-style-type: none"> <li>○ CSU-Pueblo</li> <li>○ District 60</li> <li>○ DPHH</li> <li>○ PEC</li> <li>○ CCHE</li> <li>○ Western Interstate Commission for Higher Education (WICHE)</li> </ul>	<ul style="list-style-type: none"> <li>○ Shared implementation of federal (Title V) grant</li> <li>○ Office space and support provided for CSU-P Veterans Upward Bound program</li> <li>○ Shared professional development (Cultural Competency Institute)</li> <li>○ Tech Prep Grant</li> <li>○ High School Diploma Program</li> <li>○ High School to College degree program</li> <li>○ Consortia approach to K-12 and Higher Education needs within Pueblo County</li> <li>○ Statewide GEAR UP Grant program</li> <li>○ Undergraduate exchange (WUE)</li> </ul>
Governmental	<p>Pueblo County Government</p> <ul style="list-style-type: none"> <li>○ City of Pueblo</li> <li>○ Municipalities: Rye, Beulah, Pueblo West</li> </ul> <p>Fremont County Government</p> <ul style="list-style-type: none"> <li>○ Canon City</li> <li>○ Florence</li> <li>○ Municipalities: Williamsburg, Rockvale, Coal Creek</li> </ul> <p>Custer County Government</p> <ul style="list-style-type: none"> <li>○ Westcliffe</li> <li>○ Silvercliffe</li> </ul> <p>Archuleta County Government</p> <ul style="list-style-type: none"> <li>○ Pagosa Springs</li> </ul>	<p>Provide continuous information, discussion, and decision making regarding local and regional</p> <ul style="list-style-type: none"> <li>○ Economic development</li> <li>○ Educational partnerships in meeting work force demands for local communities</li> <li>○ Training for Pueblo County Employees</li> <li>○ Law Enforcement Academy training at Pueblo and Durango locations</li> </ul>

	<p>Dolores County Government</p> <ul style="list-style-type: none"> <li>o Municipalities: Dove Creek, Rico</li> </ul> <p>La Plata County Government</p> <ul style="list-style-type: none"> <li>o Durango</li> <li>o Municipalities: Bayfield, Ignacio</li> </ul> <p>Montezuma County Government</p> <ul style="list-style-type: none"> <li>o Cortez</li> <li>o Municipalities: Dolores, Mancos</li> </ul> <p>San Juan County Government</p> <ul style="list-style-type: none"> <li>o Silverton</li> </ul> <p>Regional Building Departments</p> <p>Southern Ute Tribal Government</p> <p>Ute Mountain Ute Tribal Government</p>	
<p>Governance, Oversight, and Advisory</p>	<ul style="list-style-type: none"> <li>o Advisory Council (Three campus locations)</li> <li>o US Department of Education (Federal Financial Aid, TRiO Programs, Title V Programs)</li> <li>o US Department of Labor (Grant Programs)</li> <li>o US Department of Health &amp; Human Services (Grant programs)</li> <li>o Colorado Department of Education</li> <li>o Colorado Department of Labor</li> <li>o CCHE</li> <li>o SBCCOE</li> <li>o CCCS</li> <li>o Colorado Community Colleges (CCC)</li> <li>o CCCOnline</li> <li>o Colorado Office of Economic Development</li> </ul>	<ul style="list-style-type: none"> <li>o Planning and community feedback.</li> <li>o Federal guidelines for expenditure of federal aid dollars</li> <li>o Governance and policy directives at the Federal, State levels.</li> <li>o Uniform student services and financial computer systems Banner.</li> <li>o Collaboration regarding uniform policies and procedures</li> </ul>
<p>Outsourced suppliers</p>	<ul style="list-style-type: none"> <li>o Catering Services</li> <li>o Security Services</li> </ul>	<ul style="list-style-type: none"> <li>o Food Services</li> <li>o Public Safety</li> </ul>

Following are some descriptive highlights of our key collaborative relationships:

K-12 Partnerships

All three PCC campuses have articulation agreements or other relationships with regional K–12 institutions. Over the years, we have transformed these relationships into innovative partnerships. For

example, the Pueblo Campus has hosted two “middle college high schools” (co-located high schools), many students of which have been dually enrolled in high school and the college. We view dual enrollment programs as a way of recruiting more high school students into our career programs. The Fremont Campus partners with the Canon City schools in a Health Academy and for a Summer Program for Learning for Advanced Students (SPLASH). Both branch campuses offer classes in area high schools.

Our most recent partnership is with the newly chartered DPHH. DPHH is a member of the locally established Cesar Chavez network of charter schools and a participant in a Gates Foundation program sponsoring early college initiatives among selected high schools across the nation. Under the partnership, qualifying DPHH students are able to take college courses at PCC at no cost to themselves. In theory, a DPHH student could graduate from high school with both a high school diploma and a two-year college degree. PCC is focusing some of its advising and early alert efforts to retaining DPHH students as they make the transition to college life.

Over the past several years, we have launched career academies in manufacturing technology (Welding & Machining) and health sciences. Each represents a joint venture between local school districts and PCC. High school instructors teach college-level courses during the last two years of high school; these courses transfer for college credit and allow high school students to more effectively pursue careers in high demand, high growth industries. Nearly 200 students participate each year and as a result, high schools have renovated their own facilities to accommodate increasing enrollments.

Other K–12 partnerships focus on increasing career awareness and interest in important technical fields. PCC sponsors Kids’ College to introduce elementary and middle school students and their families to group projects and hands-on demonstrations. College officials believe such partnerships build an early and abiding interest in career and technical programs and in career considerations generally.

Through the Title V Cooperative Grant, a Math Leadership Institute was held to bring together educators and business community members to discuss how to improve math achievement in Pueblo. As a result of the institute, representatives from Pueblo school districts 60 and 70, PCC, and CSU-Pueblo have met in work groups to improve the use of technology in math instruction, smooth the transition to college, and build better relationships with the business community.

### Receiver Institution Partnerships

PCC is a comprehensive community college and as a result, has a strong transfer component. We participate in the statewide guaranteed transfer program known as GT Pathways (see 1C2). We have transfer articulation agreements with several four-year colleges to facilitate the transfer of students to four-year programs. A few of the institutions that have a strong relationship with PCC include CSU-P, Ft. Lewis College – Durango and many others. In addition, PCC participates in the Western Interstate Commission on Higher Education and WUE – Western Undergraduate Exchange tuition programs.

PCC’s strong focus on CTE has created partnerships with business and industry in the form of advisory committees, internships, and clinical opportunities for students. Intel and Trane Company are examples of the types of partnerships that have been established over the last few years. Intel, a semi-conductor manufacturing company, invested funding to help PCC develop a semi-conductor manufacturing program whose graduates would become company employees. Trane has used the PCC campus for a training program for its newly hired employees.

In the health professions, PCC has established strong working relationships with area hospitals in creating a viable potential employee pool. In addition, many clinical locations have been established with other

facilities. These types of relationships not only serve PCC, but they also provide potential employers with the benefit of direct involvement in the educational process to ensure a competent employee pool.

### Service Provider Partnerships

PCC has partnered with a number of organizations to provide support services for our students. As an example, the Pueblo campus houses the Children First program, which serves a large portion of Southern Colorado in providing child care resources and referrals. In addition, the Pueblo campus houses the YWCA Childcare Center as a means to provide needed services to students while meeting a need for space for the YWCA program. The PCC Foundation provides students with many scholarship opportunities which help their financial ability to attend school. PCC has collaborated with Colorado State University-Pueblo to house a Veteran's Upward Bound program by providing office space and support for the program in delivering its services to students.

### Internal Relationships

Fostering internal relationships is one of the PCC's top priorities, especially the key relationships between our main and branch campuses. We recognize that currently, despite the mutual will to collaborate more closely, geographic distance as well as the cultural, political, and economic diversity of the communities we serve can result in missed opportunities. We are consciously focusing on improving communication and cooperation among our three campuses.

### Other Types of Relationships

Our relationship with the HLC acts as a continual stimulus to the betterment of our programs and services. In 2004, PCC joined the Academic Quality Improvement Program (AQIP) as a means to instill continuous quality improvement practices into our institutional life. Our associations with the HLC and AQIP help us demonstrate to the community our commitment to provide high quality educational services.

The Pueblo Educational Consortium (PEC) is active in addressing educational issues at the K-12, two-year, and four-year levels. Our President has participated in this group for the last several years. PCC has established connections with Chambers of Commerce and economic development agencies in all three service areas. The relationships have been instrumental in ensuring relevant response to the changing economic environment within the three distinct communities served. The following agencies are active in the economic development of PCC's service areas:

- Pueblo Economic Development Corporation (PEDCO)
- Latino Chamber of Commerce
- Fremont Chamber of Commerce
- Fremont Economic Development Corporation
- Fremont County Work Force Center

We are also an active member of the Community College BizNet Partnership. BizNet is made up of members from the Workforce Development and Community Services Departments of most community colleges in Colorado. The group meets quarterly to discuss training opportunities, best practices, and joint projects. BizNet members meet with system officers and the Department of Economic Development on a regular basis for updates on Colorado First and Existing Industry grant opportunities.

A powerful example of PCC's ability to partner flexibly and quickly to meet community needs is our effort to retrain the dislocated workforce resulting from the downsizing of Rocky Mountain Steel Mills. We were at the fore in efforts to assess, train, and place hundreds of former Mill employees, enabling them to access new career opportunities and continue supporting themselves and their families.

### Emerging Partnerships

In recent months, we have developed closer relationships with public and private grant making agencies, the Pueblo City and County government, and Pueblo Memorial Airport to support the creation of aviation-related training programs housed at the airport. PCC now offers two programs in aviation technology as a result of these collaborative relationships.

## **9C2 Supporting PCC's Current Mission and Planning for the Future**

One of PCC's key values is collaboration; we recognize that we are part of a larger community and seek to contribute as much to the success of our partners as they contribute to PCC. Furthermore, we depend on partnerships to fulfill our institutional purposes, which flow directly from our vision, mission, and values.

In areas where we need to challenge ourselves to remain current—for instance, access to new populations of students, cutting-edge technical knowledge and equipment, knowledge of current trends in industry, and adequate financing for new programs—we are aware that we can maintain our edge only through thoughtful and intentional partnerships.

See 8P1-3 for information on how collaborative relationships help us plan for continuous improvement.

## **9P1 Processes for Creating, Prioritizing, and Building Relationships**

We do not have a single explicit and systematic process for developing relationships at this time. Rather, our relationships have developed over many years to fulfill specific needs, both our own and those of our partners. In most cases, our relationships have been mutually beneficial and remain important to all participants. However, we recognize the need to define a process to help us continually evaluate our existing and potential partnerships.

One approach to developing such a process is modeled for us each time we write a major grant. By nature, large grant projects hinge on the ability of an organization to establish and maintain collaborative relationships. During the initial grant planning process, PCC conducts variations of a standard "strengths, weaknesses, opportunities and threats" (SWOT) analysis that goes into sound strategic planning. We then ask if there are other organizations or entities, such as government agencies or school systems, for which the college would be an appropriate partner. Next, we engage in information-gathering and research, looking at data concerning labor market and economic development trends, networking with representatives from chambers of commerce, businesses and other community organizations, conducting surveys, and participating in formal needs analysis.

We should adopt a similar process, perhaps annually or bi-annually, that stimulates focused attention on PCC's systems of collaboration. As in grant development, the advantages would be 1) tying partnerships to specific goals and objectives, 2) avoiding redundancy or inefficiency in partnership activities, 3) not overburdening our partners, and 4) identifying responsibilities and accountability for them.

**9P2 Meeting Partners’ Needs**

This process should involve two aspects: gathering information and implementing improvement measures. We believe we do an adequate, though not exceptional, job of gathering information about our partnerships. Figure 9P2.1 outlines the ways we gather feedback. However, too often these relationships lapse into periods of fallow or vaguely focused activity, and we need a systematic process to enhance their efficiency.

**Figure 9P2.1. Collection Methods Related to External Relationships**

<i>Nature of Relationship</i>	<i>Collection Methods</i>
Feeder (to PCC)	Feedback obtained from scheduled meetings and or events with various entities Informal analysis of numbers of students served by each relationship (needs to be formalized)
Receiver (from PCC)	Communication regarding student success under articulation processes Advisory Committees Contacts and feedback from clinical and work-based internship sites PCC Foundation - Support received from business & industry
Community Support and Citizenship	Participation of college staff in community events Active participation of college staff with external organizations through committees and or special projects.
Business & Industry	Advisory committee input Feedback from clinical and work-based internship sites
Educational Support	Review of data and or joint projects to determine effectiveness of partnership activities (this review is formal in the case of grant projects, but needs to be formalized in all areas)
Governmental	Information about governmental entities usually filters through Advisory Council interactions
Governance, Oversight and Advisory	Documented adherence of PCC to federal, state and local regulations Fiscal and programmatic audits of the institution and programs Responses to data requests and data reviews and accountability reporting
Outsourced Suppliers	Consumer feedback and or complaints Success at meeting objectives of the service provided

**9P3 Creating and Building Internal Relationships**

The strength of our internal relationships was demonstrated publicly in August 2006, when our President, Dr. Mike Davis, was killed in the crash of his private airplane. In the aftermath of that tragedy, the PCC family came together as one to mourn the loss of Dr. Davis and to celebrate the achievements of his life and career. During those difficult weeks, visitors from around the state and across the country remarked on the obvious closeness of our relationships and at the mutual support we derive from them. Of course, in the normal course of events, we are subject to all the usual organizational stressors, but beneath those stressors rests a bedrock of mutual esteem and cooperation. In part, this is the legacy of Dr. Davis’s personal interest in shared governance (See Category 4).

Our internal relationships fall into several major categories:

*Relationships involving students.* Our most crucial relationships are those involving our students. In 2005, we participated in our first CCSSE survey to determine how we were performing in the area of student engagement. The 2005 results demonstrated that we were at or above the mean in most areas covered in the survey; however, many instructors and deans who participated do not believe PCC made the most of opportunities to follow up on areas of concern. In 2007, we are participating in the CCSSE/CCFSSE survey once again. This year, we are better organized to use the results to improve student engagement in learning relationships and processes. Another institutional effort to enhance student engagement is our Learning Communities project, which provides financial support allowing faculty to develop, offer, and assess cross-disciplinary learning communities. Also, we are beginning to explore the effects of poverty or near poverty on students' abilities to maintain their involvement in learning processes. We anticipate a major cross-institutional staff development effort to focus on maintaining productive relationships with this large percentage of our students.

*Structural Relationships.* Through a shared governance model championed by Dr. Davis, PCC faculty, staff, and students cooperate in leadership and action across many institutional boundaries. If shared governance has resulted in some inefficiencies in decision making, it has also tended to assure internal stakeholders that their opinions are valued and that they contribute meaningfully to the direction of PCC. For more information on our shared governance practices as they pertain to the quality of our internal relationships, please see Category 4.

Our most problematic internal relationships are those between the main and branch campuses. This year, we are beginning to focus on ways to ensure that all campuses operate in a state of full mutual communication and cooperation. It is too early to say at this point, but our nascent strategic planning process will very likely identify a strategic initiative having to do with improving branch campus relations.

The College has instituted a mentoring program for faculty which pairs new faculty members with experienced faculty as they transition through their first year. Mentors provide help and guidance regarding college processes and instructional issues. A mentoring plan is being developed for non-faculty as the faculty program has proven to be of value. We have several employee recognition programs including Faculty of the Year, Adjunct Faculty of the Year, Classified Employee of the Year, and Professional Technical Staff of the Year.

PCC enhances employee relationships through a variety of established employee recognition programs. The Shining Star Award program provides recognition that is based on nominations submitted by staff from all three campus locations. An employee can be nominated based upon outstanding performance or for going the extra mile in their area of work. The Shining Star Committee meets monthly to review nominations and select the recipient. Employees selected are presented with an award and are recognized publicly. Two of the most recent innovations in this area are sponsored by EMSR. Each month, EMSR conducts campus tours for PCC employees, introducing them to colleagues and facilities across campus that they may never have encountered due to the limited focus of their jobs. EMSR has also begun highlighting particular employees in a monthly article and photo emailed to all faculty to and staff.

Of course, like most institutions, PCC has developed a recurring series of all faculty/staff meetings to bring employees together on kick-off and celebratory occasions.

*Project oriented relationships.* Many internal relationships are formed across institutional boundaries to accomplish particular purposes. One of the most immediate benefits of our involvement in AQIP processes has been the collaboration required by self-study and action project teams. The advantage of

such collaborations under AQIP is that they are continual; at any given time, a certain percentage of employees, usually in cross-functional groups, must be cooperating to achieve an AQIP-related goal. An example of an action project requiring a high degree of internal partnership is our strategic planning project, which has sought structured input from all college constituencies and is designing a process to ensure.

One PCC office, EMSR, is explicitly tasked with facilitating cross-institutional collaboration to improve student enrollment, retention, and graduation rates. The PCC Tactical Enrollment Team, developed to support EMSR, consists of representatives from the following offices: Communications, Admissions, Financial Aid, Print Shop, Student Services Dean, Faculty, Learning Center, Counseling, and the Southwest and Fremont Campuses.

#### **9P4 Measures of Building Collaborative Relationships**

PCC lacks a formal system (including a standard set of measures) for collecting and analyzing data concerning the effectiveness of partnerships. Instead, we rely on feedback and impressions generated in regular meetings and other contacts with our partners (see 9P2). In addition to the need to develop a process to create relationships, we recognize the need for more formal measures to assess how those relationships are working.

#### **9R1 Results in Building Key Collaborative Relationships**

PCC has developed and built relationships over many years; however, there has been no systematic effort to document their benefits or track their efficiency of operation. We have many indirect and anecdotal results to demonstrate the effectiveness of these relationships. For example, PCC has been awarded many grants, including a Title V Cooperative Grant, predicated upon the institution's ability to partner with other agencies. The collaborative nature of these grant programs speaks to PCC's culture of partnership. However, without a formal mechanism to assess our relationships, it is difficult to know exactly what is working or precisely where they can be improved.

As discussed in 9P1, the evaluative processes associated with grant funded projects seem to offer a solution we could apply across the institution. We need to develop a formal system for tracking and evaluating our relationships in the following areas: evidence of mutual benefit, flexibility in meeting needs, appropriateness of short-term versus long-term relationships, and visibility leading to new partnerships.

#### **9R2 Comparing Results with Other Institutions and Organizations**

We do not currently have a systematic process for comparing results in this category with other institutions. This type of analysis is something that needs to be developed and institutionalized over a period of time to enable effective comparison.

#### **9I1 Improving Current Processes and Systems for Building Collaborative Relationships**

PCC seeks to improve its system for building collaborative relationships through informal processes involving the President's Cabinet, deans, faculty, and others who are engaged with our partners. We need a formal process for initiating, evaluating, and improving collaborative relationships based on alignment with strategic objectives. This process will show clear connections to strategic and operational planning goals and objectives currently under development.

One approach to developing a more formal system regarding collaborative relationships is to employ self assessment tools to determine the internal structures, policies, and practices that inhibit and promote effectiveness and collaboration. The writing team recommends that PCC adopt such tools.

**9I2 Setting Targets for Improvement**

Currently, PCC sets improvement targets regarding collaborative relationships informally through processes involving institutional leaders and partners (see 9P3). We will formalize these processes as we develop the system identified in 9I1.

## Glossary of Terms

**AA** – Associate of Arts.

**AAS** – Associate of Applied Science.

**AB** – Academic Building on Pueblo’s Campus.

**ABE** – Adult Basic Education. GED preparation in basic science, math, social studies, and the language arts.

**AGS** – Associate of General Studies.

**APSA** – Annual Program Statistical Analysis. PCC-developed quantitative/qualitative program and department review process.

**AQIP** – Academic Quality Improvement Program.

**AS** – Associate of Science.

**A & S** – Arts and Sciences division.

**AVEP** – Advanced Vocational Education Program. A modified version of the Postsecondary Enrollment Options program under which high school junior and senior students can take vocational courses at PCC.

**Banner** – An Oracle-based student, administrative, and financial information system adopted by CCCS.

**B & T** – Business and Technology Division.

**CASP** – College Assessment and Strategic Planning committee. A disbanded committee that worked to identify and prioritize instructional support requests (among others) at the lowest possible level.

**CCCOonline** – Colorado Community College Online. A consortium of CCCS colleges that provides internet courses and degree programs.

**CCCS** – Colorado Community College System. Oversees 13 community colleges and Colorado’s vocational education system.

**CCHE** – Colorado Commission on Higher Education.

**CCNS** – Common Course Numbering System. Colorado’s course numbering/alignment system designed to ease transferability of courses to other 2-year and to 4-year institutions.

**CCSSE** – Community College Survey of Student Engagement.

**CCFSSE** – Community College Faculty Survey of Student Engagement.

**CC & TS** – Counseling, Career, and Transfer Services.

**CETD** – Community Education and Training Division.

**CIS** – Computer Information Systems department within the Business and Technology Division.

**COF** – The Colorado Opportunity Fund created by the Colorado Legislature. Provides a stipend to eligible undergraduate students. The stipend pays a portion of total in-state tuition for students who attend a Colorado public institution or a participating private institution.

**CPT ACCUPLACER** – Computerized placement test used by all CCCS colleges to advise and place entering students.

**CSU-P** – Colorado State University at Pueblo.

**CTE** – Career and Technical Education.

**CTU** – Colorado Technical University.

**DCIT** – Department Chair – Instructional Team meeting run by the Executive Vice President.

**DHPH** – Dolores Huerta Preparatory High School, a part of the Cesar Chavez network of charter schools in Pueblo.

**EMSR** – Enrollment Management and Student Retention office.

**ESL** – English as a Second Language.

**EVP** – Executive Vice President.

**FTE** – Student full-time equivalent enrollment.

**GATC** – Gorsich Advanced Technology Center.

**GPA Dining Room** – Student-managed dining facility at the Pueblo Campus.

**GT Pathways** – Colorado’s statewide guaranteed transfer program. It now includes over 300 lower division general education courses as well as articulation agreements in business, engineering, elementary education, early childhood education, and nursing.

**HIS** – Hispanic Serving Institution.

**HLC** – Higher Learning Commission.

**HR** – Human Resources Office.

**Hybrid Courses** – Courses that consist of a mix of classroom and web-based delivery.

**IPEDS** – Integrated Postsecondary Education Data System.

**IR** – Institutional Research office. PCC hopes to develop this office as a part of the strategic planning process.

**PCC** – Pueblo Community College.

**PDLA** – Professional Development and Leadership Academy. A professional development program that sponsored staff development seminars, presentations, and workshops.

**PEC** – Pueblo Education Consortium.

**PEDCO** – Pueblo Economic Development Corporation

**PLATO** – Computerized tutorial software available in the Learning Center.

**PSEO** – Postsecondary Enrollment Options Act. Identifies high school/college co-enrollment options.

**QIS** – Quality Indicator System report.

**SBCCOE** – State Board for Community Colleges and Occupational Education.

**SBDC** – Small Business Development Center.

**VE-135** – a CCCS database that reports enrollment and follow-up information for vocational students.

**VEA** – Virtual Early Alert System.

**Index to the Location of Evidence  
Relating to the Higher Learning Commission's  
Criteria for Accreditation  
Found in Pueblo Community College's  
Systems Portfolio**

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**Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.**

**Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.**

- Vision, values, mission, and purposes are published in the college catalog, on the website, and in other documents [IO 01, 5P6].
- General education philosophy and common learning objectives are published in conjunction with vision, values, mission, and purposes [1C1].

**Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.**

- Vision and values explicitly recognize diversity and variety in the communities we serve [IO 01].
- PCC's other distinctive objectives align with values of diversity and service [2C1].
- Purposes recognize business and civic constituencies [IO 01].
- Diversity practices align with vision and values [1C4].
- The college strives to understand the needs of student and other stakeholder groups [3C1-2].

**Core Component 1c. Understanding of and support for the mission pervade the organization.**

- Learning objectives and practices, as well as other distinctive objectives, align with mission [1C1- 1C2, 2C2].
- Staff development and training align with mission [4P5].
- Participatory strategic planning process increases awareness of and support for the mission [5P6].
- AQIP action projects are considered and approved in light of alignment with the mission [8C2].

**Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.**

- Organizational structure is logical and aligns with oversight entities [IO 04, 5C1-2].
- Decisions are made through collaborative processes [5P3].
- Shared governance fosters cooperation among departments and divisions [4P3].
- The college sponsors leadership training and is developing a leadership succession program [5P7-5P8].

**Core component 1e. The organization upholds and protects its integrity.**

- The college promotes strong ethical standards through its human resources policies and practices [5C3].
- Data are managed and used to support the established purposes of the college [7P1].
- Grievance processes contribute to integrity of operations [3P6].
- The code of ethics and academic integrity policy are published in the student handbook and consistently enforced [5C3].
- Quality improvement processes determine and meet needs of constituents, measure levels of satisfaction/effectiveness, and improve performance [3P1, 3P3, 3P7].

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**Criterion Two – Preparing for the Future. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.**
**Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.**

- Participatory strategic planning enhances institutional understanding of trends and uses regular environmental scanning to update knowledge [8C1, 8P1].
- Partnerships encourage understanding of social and economic trends [9C1].
- Strategic plan and “other distinctive objectives” identify PCC’s role in serving the underserved, optimizing technology to fulfill institutional objectives, and improving quality [2C1, 8C1].
- Innovation enables effective response to changing environment and changing student needs [2C1, 3P1, 3P3, 8C1, 8P1, 8P2].

**Core component 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

- Human resources are nurtured, developed, and used effectively [4C1-3, 4P1-8, 5C3].
- Staff/faculty development, surveys, and evaluations assess current performance as a basis for meeting future needs [4C4, 4P1, 4P2, 4P4, 4P5, 5P8].
- State-of-the-art technology infrastructure and physical facilities support current and future learning [IO 06, 1C3].
- PCC’s financial commitment to instruction has increased in recent budget cycles [1R3].
- Annual donations to the PCC Foundation have increased each year since 2004 [3R4].
- The College was awarded major Title III and Title V grants to support technology integration and student success [1I1].

**Core component 2c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**

- Data regarding student retention and graduation determine strategies to improve student success [1P3, 1P9, 1P13, 1R3, 1I1].
- Improvements in instruction are based on assessment of student learning results [1I1].

- The college has formal and informal processes in place for measuring effectiveness in instruction, student success, determining stakeholder needs, valuing people, supporting institutional operations, and partnerships; in other areas, appropriate measurements including data and feedback loops are being developed [2P4, 2P5, 2R1, 2I1, 7I1-2, 9I1].
- The College is developing its institutional research capacity [7I1-2].

**Core component 2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.**

- Participatory strategic planning may alter PCC’s vision and mission and will redirect and refocus the use of institutional resources to fulfill the mission [8C1].
- Strategic planning process will be flexible, and goals will be periodically reviewed and adjusted [8P1].
- Action projects align with mission and are measured according to fulfillment of mission [8C2].
- Organizational structure supports alignment of planning and mission [8P4].

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**Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.**

**Core component 3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

- General and program-specific learning outcomes are clearly stated and serve as the basis for assessment [1C1, 1C2, 1P1, 1P4, 1P8, 1P11, 1P13, 1R1].
- Colorado’s statewide Guaranteed-Transfer Pathways (GTPathways) program clearly states learning objectives—developed by faculty discipline teams representing all system colleges—in general education courses that are approved for guaranteed transfer within the state [1C3].
- Assessment of student learning provides evidence at course, program, and institutional levels [1C1, 1C2, 1P6, 1P8, 1P11, 1P12, 1P13, 1R1, 1R2].
- Assessment of student learning includes direct and indirect measures [1P11, 1P12, 1P13, 1R1, 1R2].
- Results of student learning assessment are available to all constituents [1R1].
- Accountability data (retention/graduation rates, etc) are integrated into institutional assessment efforts [1P11, 1P12].
- Faculty are involved in determining outcomes, making improvements, and reviewing the assessment program [1P1, 1P11].

**Core component 3b. The organization values and supports effective teaching.**

- Qualified faculty determine curriculum and strategies for instruction [1C2, 1C3, 1P1, 1P6, 4C1, 4C4].
- Faculty are regularly evaluated and a defined system is in place for provisional faculty to become non-provisional [1P6].
- A Professional Development and Leadership Academy (PDLA) (now defunct) and major Title III and Title V grants have provided avenues for professional development [1I1, 4C4].

- The College's Alternative Education department and Title III/V offices have provided and continue to provide services to support innovative teaching practices [1I1].
- PCC's financial commitment to instruction has increased in recent years [1R3].

**Core component 3c. The organization creates effective learning environments.**

- Assessment results inform improvements across the institution [1P5, 1P8, 1P9, 1R3, 1I1].
- PCC participates in the CCSSE survey and has developed learning communities to create supportive learning environments [1R3, 2P4, 2P5, 6P5, 9P3].
- A current AQIP action project is devoted to integrating assessment results into the annual budgeting process [8C2].
- Through an AQIP action project, the college developed extensive supports for diverse learners, including improvements in learning and social environments [1C4, 1C5, 1I2].
- A Title V grant is sponsoring extensive research and training in improving the learning environment for at-risk students [1I1].
- Under a newly established Coordinator of Advising position, advising processes are being redesigned to better support student learning [1P5].
- Analysis of student learning outcomes are integrated into the Annual Program Statistical Analysis program review process [1P8].

**Core component 3d. The organization's learning resources support student learning and effective teaching.**

- The college evaluates the use and effectiveness of learning resources [1P13, 1R3, 3P7, 3R1-2, 4P4-5, 6C1-2, 6P1, 6P3, 6P5, 6R1, 7C2, 8C2].
- The college supports the use of technology for teaching and learning [IO 06, 1C3, 1I1, 2C1, 4R1, 6C2, 8P7].
- Systems and structures enable partnerships that enhance learning and strengthen teaching [IO 04, 2C1, 2C3, 3C1-2, 3P3-4, 3P7, 3R-4, 6C1, 8C2, 9C1, 9P1, 9P3, 9R1].

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**Criterion Four: Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.**

**Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.**

- The College has increased its financial commitment to instruction in recent years [1R3].
- PCC's Title V office is emerging as a major sponsor of mission-related professional development focusing on student retention and success [4C4].
- The assessment of student learning program constitutes an avenue of research into instructional practices and potential improvements [1C4, 1P11, 1P13, 1R1].
- Faculty offer professional development to other faculty [4C4].

**Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**

- PCC's general education competencies are integrated throughout the curriculum and assessed via the assessment of student learning program [1C1, PCC Website].
- Students participate in community activities and internships to acquire skills and build networks [2R3].
- The College reviewed and revised its vision and mission statements in 2006; a new strategic planning process will result in further review [IO 01].
- Academic Honors Program encourages independent scholarship and presentation of research projects in written and oral form [1I1].
- PCC's graduates demonstrate readiness for continued learning [1R2].

**Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

- CCCS program reviews and the locally developed APSA process evaluate the currency and relevancy of courses [1C2, 1P8].
- The value of diversity is embedded in PCC's general education outcomes and is evaluated in the assessment of student learning process [1C1, PCC Website].
- Curricular evaluation involves program advisory committees and faculty who understand relationships among courses of study [1C2, 1P2, 1P8].
- Curricular and co-curricular activities developed and sponsored by the PCC Diversity Task Force, support values of diversity and giving back to the community [1C4, 5C3].
- The College measures involvement in community activities through a "Giving Back to the Community" survey of faculty and staff [5C3].

**Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**

- PCC has a clearly stated code of conduct and widely disseminated policies concerning intellectual property rights [1C5].
- The general education curriculum, as documented in the assessment of student learning process, ensures instruction in the fundamentals of research [1C1, PCC Catalog and Course Syllabi].
- When the academic integrity policy is violated, PCC has a clear set of procedures that are consistently followed [1C5].

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**Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.**

**Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

- As part of a new strategic planning process, PCC has implemented systematic environmental scanning to understand changing needs of constituencies and communities [1P2, 8P1].
- PCC seeks to understand and the diverse constituencies we serve and respond to their needs [IO 01, 3C1, 3C2].
- Continuing education and customized training programs are tailored to meet constituent needs [3C1, 3C2].

**Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.**

- Structures and processes enable effective connections with its communities [2C3, 9P1].
- Educational programs connect students with external communities [2C3, 9C1, 9C2].
- The College's resources support effective programs of engagement and service [3R4].
- Planning processes project ongoing engagement and service [3I2, 8C1].
- A large percentage of faculty and staff volunteer their time and services in the community [2R1, 5C3].

**Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

- PCC partnerships with K-12 and the higher education sector are designed to ensure seamless flow of students through the regional education pipeline [9C1].
- Colorado's GT Pathways guaranteed transfer program assures students of maximum mobility [1C2, 1P5].
- Programs of engagement give evidence of building effective bridges among diverse communities [3P1, 9P2, 9R1, 9I1].
- The College's partnerships are focused on shared educational and social goals [9C1, 9C2].
- PCC seeks to measure and improve services provided to students [3R1, 6P5, 6R1].

**Core Component 5d. Internal and external constituencies value the services the organization provides.**

- PCC evaluates services based on responses from internal and external constituencies [3P3, 3P4, 4P8, 4P9].
- The College recognizes and rewards employees appropriately [4P7, 4P9].
- PCC's facilities are highly valued community resources [2P4, 2P5].
- Donations to the PCC Foundation have risen in recent years [3R4].