

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **PUEBLO COMMUNITY COLLEGE**

September 8, 2011



Academic  
Quality Improvement  
Program

The Higher Learning Commission **NCA**

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**Table of Contents**

Executive Summary .....	1
Elements of the Feedback Report .....	4
Strategic and Accreditation Issues .....	6
Using the Feedback Report .....	9
Critical Characteristics Analysis .....	10
Category Feedback .....	13
<i>Helping Students Learn</i> .....	13
<i>Accomplishing Other Distinctive Objectives</i> .....	20
<i>Understanding Students' and Other Stakeholders' Needs</i> .....	24
<i>Valuing People</i> .....	28
<i>Leading and Communicating</i> .....	33
<i>Supporting Institutional Operations</i> .....	37
<i>Measuring Effectiveness</i> .....	42
<i>Planning Continuous Improvement</i> .....	46
<i>Building Collaborative Relationships</i> .....	50

## **EXECUTIVE SUMMARY FOR PUEBLO COMMUNITY COLLEGE**

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight Pueblo Community College's achievements and to identify challenges yet to be met.

### **Category One:**

PCC has planned and implemented many improvements and process/system changes that will significantly improve its effectiveness in Helping Students Learn. It is evident that PCC is committed to student success by the multiple programs and projects, many supported by significant federal grants that provide services and support to students. The college also has access to a rich database of performance results from the CSSS and multiple years of surveys and data collection. However, it is not clear if PCC actually uses these data to make informed decisions on strategic planning and improvements. The college appears to be at the earliest stages of utilizing data to make decisions and to consistently set improvement targets.

### **Category Two:**

PCC has provided evidence of significant progress in accomplishing other distinctive objectives that have strengthened the institution, raised public awareness of the college's value, and increased partnerships. As PCC matures it may become more vital to leverage this success by taking a more systematic and comprehensive approach to the development of programming for Accomplishing Other Distinctive Objectives' processes and systems that standardize quality services and operations and may contribute to a culture of continuous quality improvement. Regularly tracking, benchmarking, and analyzing performance results may improve alignment with strategic objectives and planning while promoting data-based decision making.

### **Category Three:**

PCC has initiated many good projects that it perceives are in the best interests of its students and other stakeholders. The College has built an impressive collection of relationships that show the college does understand students' and other stakeholders' needs. The sustained federal grants that provide funding for essential services for first generation, low income students indicate that the college is committed to student success over time.

Developing more systematic and formalized processes and systems for documenting, collecting, and analyzing data and performance results and then using this longitudinal data for

improvement may allow for greater effectiveness and fuller alignment with the college's strategic planning and budgeting process. Utilizing the IR office to centralize and disseminate data and reports can drive continuous improvement and enhance a culture of high quality teaching and learning.

**Category Four:**

PCC has demonstrated a strong commitment to valuing people and has many processes in place to collect data on employee satisfaction and employee performance. The college is in the early stages of developing comprehensive systems with formalized processes that help set improvement targets, track performance results over time, and provide a regular and consistent assessment of the data that leads to a continual improvement cycle.

**Category Five:**

PCC is serious about leading and communicating according to AQIP standards. The Conversation Days, 360 evaluations, new video conferencing technology, and shared governance practices are not only recent improvements but could be considered best practices. With the energetic vision of its new President the stage is set to seize those opportunities that could firmly establish a culture of evidence. These include longitudinal assessment, comparison beyond the CCCS institutions, succession planning, and a disciplined structure that ensures and affirms that decisions are really made based upon a thoughtful analysis of all relevant data.

**Category Six:**

There is no question that PCC is sensitive to the support service needs of its stakeholders. The feedback it has received has been taken seriously and resulted in excellent initiatives. The survey results indicate the PCC stakeholders are generally pleased with the level of service the College provides. A more disciplined and formal assessment process in this area can take the College to a continuous improvement model which goes beyond general customer satisfaction and organizational sensitivity.

PCC has made many improvements in supporting institutional operations, in particular in the area of student support needs. Improvements have also been made in the administrative and organizational support areas; however the college indicates opportunities to formalize processes and systems to allow for greater data collection and tracking of performance results.

Centralizing a system of regular analysis and continual improvements based on these data may enhance and promote further efficiency and effectiveness throughout the college community.

Processes for administration and organizational support are in earliest stages of continuous improvement. Next steps might include documenting existing processes and developing processes where none currently exist. Doing so could help identify gaps in performance and opportunities to set targets of improvement.

**Category Seven:**

PCC has documented numerous improvements in moving the institution towards a system that offers secure, readily accessible, and highly relevant data that produce performance results for tracking institutional effectiveness that can be benchmarked with other organizations. Among those pieces now in place for measuring institutional effectiveness include the following: IR office, system-wide reporting requirements, Academic Resource Management process, etc. PCC might consider reviewing all its Systems Portfolio answers that state, “much work remains to be done” and develop an Action Project to do that remaining work.

The college is still in the beginning stages of standardizing and integrating processes that lead to a reliable system for setting improvement targets that align with strategic planning and goals and thus promotes organizational efficiency. The college needs to document evidence that the aggregate of its processes for measuring effectiveness meets its needs throughout the institution.

**Category Eight:**

PCC has systems in place to collect data from an impressive variety of sources to support continuous improvement. One conspicuous gap, though, is comparative information about the planning processes from other colleges and universities. PCC could start filling this gap by seeking information from the other institutions in the CCCS.

Through its work thus far and the answers it provides in the Systems Portfolio, PCC shows progress in understanding the principles of continuous improvement. It does, however, need to show more progress in putting these principles into practice throughout the College. For example, it is not clear why the College has been unable to link together aspects of the planning processes that seem to be disconnected, especially regarding the budget.

Because of the President's commitment to continuous improvement, illustrated by her establishing of a Continuous Improvement Committee, there is good reason to believe that these principles and processes will increasingly become normative and fully institutionalized. Since PCC is ready to a new strategic planning cycle, now would be the perfect time to implement the changes necessary to turn mere conceptual understanding into an institutional reality.

**Category Nine:**

PCC has extensive and impressive collaborative partnerships that align with the institution's mission, values, and goals, thereby serving students and other stakeholders. These partnerships obviously enrich the teaching and learning environment of the college and promote a culture of continual improvement.

Now might be a good time to pause in terms of adding new partnerships, and to build the assessment infrastructure so that processes are in place to select, maintain, evaluate, and improve those relationships according to AQIP principles. PCC might consider using the CCCS framework for measurement as a model to develop one specifically for the college. Gathering data within this framework could provide the basis for setting goals and targets for improvement. A more systemized, data-centered approach to measuring the effectiveness of these relationships may assist the institution in being more strategic in its approach to Building Collaborative Relationships.

Accreditation issues and Strategic challenges for Pueblo Community College are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

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**ELEMENTS OF PUEBLO COMMUNITY COLLEGE'S FEEDBACK REPORT**

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are

interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement.

Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

**Executive Summary:** Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

**Strategic and Accreditation Issues Analysis:** Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing

ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

**Critical Characteristics:** Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

**Category Feedback:** The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

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## **STRATEGIC AND ACCREDITATION ISSUES**

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

**Issues Affecting Compliance with the *Criteria for Accreditation*.** An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-

related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Pueblo Community College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the *Criteria* will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

**Issues Affecting Future Institutional Strategies.** The Systems Appraisal Team identified the following strategic issues to assist Pueblo Community College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Pueblo Community College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- The Team wishes to urge PCC not to be overwhelmed by the raw number of "Opportunities" it finds in our responses to the nine categories. Just looking at that raw number might give the impression that the team feels there are far more numerous serious, systemic, strategic problems than, in fact, was intended. First, the team applauds the forthrightness and honesty of PCC in the self-examination which led to its own acknowledgement of opportunities throughout the Portfolio. It is clear in these assertions that PCC is endeavoring to understand its challenges and, in many of these cases, already has plans or processes in place to address them. Second, a substantial percentage of the "Opportunities" found throughout the nine categories stem from what PCC already acknowledges as its greatest challenge, which is in the area of metrics, data collection, and information-driven institutional analysis as referenced in the second

Strategic Issue. While the team readily admits that this is a large challenge, once it is addressed, so will be a substantial number of this report's "Opportunities."

- Developing more systematic and formalized processes and systems for documenting, collecting, and analyzing data and performance results and then using this longitudinal data for improvement may allow for greater effectiveness and fuller alignment with the college's strategic planning, its academic goals and practices, and its budgeting process. Otherwise, it may be difficult to discern trends needing to be addressed or celebrated. Next steps could include clearly articulating targets that are measureable and specific. This would be vital progress in the college's efforts to become a Continuous Improvement institution and may provide a clearer picture of the college's position at any point in time.
- Unless the continuous improvement processes are tied to the budget processes, much of the excellent ideas wrought by the AQIP efforts at PCC will not be implemented or will not be funded to the degree needed to have maximum impact.
- PCC has made great strides in planning for continuous improvement and understands much of what remains to be done to embed these principles into its daily culture and operations. The college, however, does not explain why this remaining work is left undone or what barriers must be surmounted to achieve its desired state. If this is not clear to the college, it would be advisable to resolve it as soon as possible, perhaps through the upcoming Strategic Planning process. If the college is focused on these points, it should be an institutional priority to act upon that knowledge,
- Lack of succession planning and leadership development plans may leave the college at a disadvantage as change in leadership occurs. Taking proactive measures can assure a natural transition of leadership that preserves the mission and values and positive momentum of the college.
- The new energy and vigor, revitalization, direction, and vision brought to PCC by its new president is to be applauded. As the college is redirecting its focus in these areas, and especially in the run-up to the new 2012 Strategic Planning process, PCC is encouraged to weigh the resource and opportunity costs involved with the types of changes,

improvements, and strategic shifting that will be required to continue down the path of becoming a process-driven, data-centered, continuous improvement organization.

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## USING THE FEEDBACK REPORT

The *AQIP Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an

institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

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## CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Pueblo Community College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Pueblo Community College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

### Item Critical Characteristic

OV1a Pueblo Community College (PCC) is a two-year, public, comprehensive college, one of thirteen community colleges within the Colorado Community College System (CCCS). PCC operates four campuses serving an eight-county region in southern Colorado. PCC has a vision, mission, values, and strategic objectives that emphasizes its “Hispanic Serving Institution” identity, promotes inventive thinking and digital-age literacy, and focuses on an institutional culture of continuous improvement.

OV1b PCC offers both credit and non-credit instructional programs to its students. The Arts and Sciences, Business and Technology, and Health Professions divisions provide credit programs leading to four associate degrees and a variety of certificate and mini-certificate programs. Through its Community Education Training Division, PCC offers a variety of instructional programs that benefit the underserved populations in its service areas.

OV1c PCC has integrated best practices in technical training and student support. PCC’s Economic and Workforce Development Division developed four Mobile Learning Labs to respond to technical training in remote areas. The Hope Bridge Program offers ex-

offenders a bridge-to-college program. These two initiatives were recognized as finalists for the 2010 Bellwether Award. Additional student support includes: Go!Zone to streamline enrollment and advising services, English and Math advising Pro Shops, drop-in advising centers, clubs and associations, childcare referral, an improved Early Alert system, job placement, community services through AmeriCorps, and a College Learning Council.

- OV2 PCC provides numerous services to the community in non-instructional ways, including catering, community events, dental and health clinics, auto repair, cosmetology, testing, tax preparation, and Small Business Development Center (SBDC).
- OV4 PCC currently employs 802 workers. PCC employees belong to one of the four following categories: Faculty, Part-time Instructors, Administrative/Professional Technical (APT), and Classified. Part-time instructors and work study students constitute the largest segment of PCC employees.
- OV5 The PCC President reports to the President of CCCS. The PCC Advisory Council, comprising eleven community members, is designed to act as a liaison between the college, area employers, and school boards. Faculty, staff, students, and community members are involved in leadership and decision-making through a system of representative constituency groups, including shared governance councils, advisory councils/committees, and student government organizations. The requirements from oversight entities are considered during the development of strategic goals, policies, and procedures.
- OV6a The institutional Strategic Plan serves as an umbrella for the development and implementation of individual units' and departments' planning processes. PCC has compiled specific short-term and long-term expectations for its relationships with students, business and industry, and the community. Through PCC's shared governance system, closer coordination among units and more systematic approaches to continuous improvement have led to the refinement of key institutional processes.
- OV6b Over the last three years, the implementation of 21<sup>st</sup> century technologies in the classrooms has revolutionized and systematized PCC's learning and teaching environments while partnerships with business and industry have helped provide PCC with state-of-the art equipment and technological improvements on its other campuses.

Additionally, PCC has implemented an integrated Web portal that allows students to submit application information, register for classes, change class schedules, and check grades.

OV6c PCC has processes in place for analysis, prioritization, recommendations, planning, and implementing major building renovations, which incorporate input from the State Architect's Office. Major building renovations are reviewed annually through scheduled inspections and building audits to determine life cycle stages and operational status of infrastructure systems.

OV7a Since the 2007 Systems Appraisal Report, PCC has established an Institutional Research Office to provide information that supports the college planning, decision-making, policy formulation, and accreditation process.

OV7b In 2006, PCC replaced its aging Legacy system with an integrated and centralized system (Banner, SunGard) to enable it to capture and share data across all thirteen CCCS campuses, pertaining to students, finance, financial aid, and human resources. Data collection and distribution processes are guided primarily by the requirements of state and federal agencies, institutional or programmatic accrediting agencies and grant funding entities. PCC seeks feedback on strategies that could help them make better use of institutional data.

OV8a PCC has grown in understanding the need for effective and comprehensive planning for continuous improvement and has taken steps to increase a data-driven approach, but still struggles with some key components of effective planning, such as linkage to the budgeting process or the collection of baseline data prior to making a change. The opportunities for future advancement include offering new certificates degrees; maintaining affordable tuition rates; emphasis on technology; strong connections to industry and the community; and access to alternative funding sources.

OV8b Challenges facing PCC that may impede continuous improvement include: low and decreased state and federal financial support, limitation of resources (human and otherwise) increasing number of academically underprepared students, increasing competition, increasing reliance on tuition for revenue, increasing number of economically disadvantaged students, increasing diversity of population, resistance to organizational change, timely adaptation to changes in both internal and external

environments, and lack of communication and coordination within and across their four campuses.

- OV9 PCC had developed partnerships with local high schools allowing high school students to enroll in college courses. PCC currently maintains a total of 49 articulation agreements. During the last three years, the Economic and Workforce Development Division has built multiple partnerships in both the southeastern and southwestern regions of Colorado to coordinate the delivery of new areas of technical training. PCC is beginning to move from a reactive process for creating, prioritizing, and building partnerships and collaborations to a more systematic approach. Improving communications, especially with internal collaborators, is continually evolving at PCC.

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## CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these “strengths and opportunities” sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

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## AQIP CATEGORY 1: HELPING STUDENTS LEARN

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Category focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your institution's processes and systems related to learning objectives, mission-driven student

learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pueblo Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:**

***Item Critical Characteristic***

- OV1a Pueblo Community College (PCC) is a two-year, public, comprehensive college, one of thirteen community colleges within the Colorado Community College System (CCCS). PCC operates four campuses serving an eight-county region in southern Colorado. PCC has a vision, mission, values, and strategic objectives that emphasize its “Hispanic Serving Institution” identity, promotes inventive thinking and digital-age literacy, and focuses on an institutional culture of continuous improvement.
- OV1b PCC offers both credit and non-credit instructional programs to its students. The Arts and Sciences, Business and Technology, and Health Professions divisions provide credit programs leading to four associate degrees and a variety of certificate and mini-certificate programs. Through its Community Education Training Division, PCC offers a variety of instructional programs that benefit the underserved populations in its service areas.
- OV1c PCC has integrated best practices in technical training and student support. PCC’s Economic and Workforce Development Division developed four Mobile Learning Labs to respond to technical training in remote areas. The Hope Bridge Program offers ex-offenders a bridge-to-college program. These two initiatives were recognized as finalists for the 2010 Bellwether Award. Additional, student support includes: Go!Zone to streamline enrollment and advising services, English and Math advising Pro Shops, drop-in advising centers, clubs and associations, childcare referral, an improved Early Alert system, job placement, community services through AmeriCorps, and a College Learning Council.

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**Here are what the Systems Appraisal Team identified as Pueblo Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
1P1	S	PCC determined its common learning objectives through a task force that included multiple campus stakeholders and key community and business leaders. It clearly recognizes that it now has the opportunity to develop and implement a professional development plan around these objectives.
1P2	O	While the process for determining program-specific objectives is inclusive, PCC has identified an opportunity to target student skills and abilities upon graduation rather than pass rates. This may lead to a more clearly articulated set of measurable outcomes.
1P3	S	PCC has solid processes in place to determine new courses and programs that involve internal and external stakeholders including the Common Course Numbering System, discipline teams of faculty from CCCS member colleges, state and local market analyses, external advisory committees and student feedback.
1P4	SS	PCC has adopted a new academic program review process, Academic Resource Management (ARM), which incorporates criteria and performance measures related to community needs, assessment of student learning, professional environment and effectiveness/productivity. This process includes reports that are reviewed and assessed for improvement opportunities.
1P5	S	PCC follows the CCCS policies for placing students in English, math and reading. PCC also participates in state discipline teams to review and update prerequisites annually.
1P6a	S	PCC utilized feedback from its last portfolio appraisal to implement a process that requires advising for all new students along with a shared advising model that involves both academic and faculty advisors.

- |       |   |  |
|-------|---|--|
| 1P6b  | O | PCC recognizes the opportunity to increase students' understanding of program requirements by including learning outcomes in the Catalog.  |
| 1P7   | S | PCC provides a variety of resources to help students select programs of study that match their needs, interests and abilities including advising, counseling and career services, student employment services, and career-specific clubs and organizations. In addition, the PCC website provides discipline and career information.   |
| 1P8a  | S | PCC has one of the highest rates of remediation needs in the Colorado community college system, and it offers multiple services and support for its underprepared students including pre-college assistance, Upward Bound, basic skills courses, a first year experience course, a learning center and TRIO support services. The practice of instructors volunteering time in the learning center reflects positively on their commitment to student success. |
| 1P8b  | O | PCC launched an Action Project in 2008 to address declining math basic skills, retention and success rates. Figure 1R6 indicates that the success rate is lower than all previous years. It is vitally important for PCC to focus on improving student success in basic skills classes.  |
| 1P9   | O | PCCs methods for detecting and addressing differences in student learning styles are focused primarily at the individual programmatic and course level. There is an opportunity to evaluate and report on how these individual efforts provide a systemic learning experience for students and how they align with PCCs institution-wide goals.  |
| 1P10a | S | PCC provides both on campus and online services and support for the special needs of student subgroups and many of the programs share processes and resources that are coordinated across student services and instructional divisions.  |
| 1P10b | O | PCC has an opportunity to analyze and report on the processes it uses to assess the needs of students served. It also has an opportunity to expand its services to online students in need of assistance with basic skills.  |

- 1P11a S PCC has a number of processes in place that define, document and communicate expectations for effective teaching and learning.
- 1P11b O While PCC has a number of clear evaluation processes; it is unclear how the process becomes a “closed loop.” The processes must result in some type of action for effective teaching and learning.
- 1P12a S PCC has developed a new instructional format to improve student math performance that combines traditional class-room instruction with an online tool, a new mentoring program and new teaching techniques.
- 1P12b S PCC continually updates and invests in new technology to keep classrooms up-to-date and effective. Recent acquisition of human patient simulators shows that PCC is dedicated to providing the best possible learning tools it can for the benefit of its students.
- 1P12c O PCC details course delivery systems for specialized populations; however, it did not address how it builds an effective and efficient course delivery system for the general student population.
- 1P13 S Courses and programs are reviewed annually for appropriateness by local and state curriculum committees.
- 1P14 O PCC has an opportunity to utilize the ARM process to change or discontinue programs and courses. Utilizing relevant data to inform these decisions will help the college to identify which programs and courses need improvements or discontinuation.
- 1P15 O PCC has recognized the opportunity to develop and implement a process to formally assess and improve programs and services currently used to determine and address the learning support needs of students and faculty. By fully integrating this process, PCC could save resources and avoid duplication while identifying areas for improvement.
- 1P16 O Although several good examples of co-curricular activities that support the curriculum are provided, there is not a formalized system in place to align co-curricular development goals with curricular learning objectives.

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|------|---|---|
| 1P17 | O | PCC recognizes the challenge it faces to determine what criteria should be used to assess student learning and development expectations at the institutional level. While a number of different methodologies are named, some common institutional measures could assist PCC. Examples include licensing exams, capstone projects and/or internship experiences.  |
| 1P18 | O | PCC recognizes the opportunity to improve its processes for assessing student learning. It understands the need for a common understanding of student assessment and has begun to take steps to improve the ASL process across the institution.   |
| 1R1  | O | Although PCC regularly collects a wide variety of measures to assess student learning and development, it recognizes the opportunity to better use the array of assessment data already available to drive the continuous improvement of instruction across divisions and campuses.   |
| 1R2a | S | PCC provides data that demonstrate positive performance results for specific years. It is a strength that PCC sets performance targets that are aligned with common student learning objectives   |
| 1R2b | O | PCC has the opportunity to present evidence that it examines trends over a period of three to five years. Analyzing longitudinal data could provide PCC with emerging trends and the ability to implement change where necessary.   |
| 1R3  | O | PCCs portfolio does include data for some specific program pass rates and certificate exams, but there is not a systemic, centralized approach to using the data to inform strategic decisions.   |
| 1R4  | O | PCC provides data related to completers' type of employment and numbers pursuing continued education, but it has an opportunity to collect additional data that could inform the institution regarding employer satisfaction with completers' knowledge and skills. Collecting this data could inform PCC more specifically about the students' skill levels and allow them to make appropriate programmatic revisions where appropriate. |

- 1R5 O PCC recognizes the opportunity to develop a more systematic and coordinated process for collecting, analyzing and using performance data in this area. It could be valuable for PCC to look at longitudinal data in this area to see trends.
- 1R6 S PCC provides a variety of performance results comparing its students to those at other higher education institutions. In addition, it provides a snapshot from one year of its pass rates on certification exams compared to the national averages. PCC students perform well when measured against these comparison groups although it would be helpful to look at longitudinal data to analyze trends in order to inform program effectiveness.
- 11a S PCC has implemented several recent improvements to help its students perform better. Improvements are wide-reaching; demonstrate innovation and a dedication to helping students learn.
- 11b O While PCC has implemented several recent improvements to help its students perform better in courses; these improvements are not the result of strategic planning. As the college prepare for a new Strategic Planning process, deciding on a formal process for these improvements may assist the college in being more tactical in its decision making.
- 12a S PCCs primary objective to meet the educational goals of its students and the community as a whole has led to a culture and infrastructure that strengthens its ability to select processes for setting targets for improvement of student learning.
- 12b O PCC recognizes an opportunity to increase its financial and personnel resources to enhance basic skills instruction through faculty and staff professional development, adjustment of instructional delivery methods and the incorporation of new technologies into the learning environment.

## **AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES**

*Accomplishing Other Distinctive Objectives* addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pueblo Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:**

***Item Critical Characteristic***

- OV2 PCC provides numerous services to the community in non-instructional ways, including catering, community events, dental and health clinics, auto repair, cosmetology, testing, tax preparation, and Small Business Development Center (SBDC).
- OV6a The institutional Strategic Plan serves as an umbrella for the development and implementation of individual units' and departments' planning processes. PCC has compiled specific short-term and long-term expectations for its relationships with students, business and industry, and the community. Through PCC's shared governance system, closer coordination among units and more systematic approaches to continuous improvement have led to the refinement of key institutional processes.
- OV8a PCC has grown in understanding the need for effective and comprehensive planning for continuous improvement and has taken steps to increase a data-driven approach, but still struggles with some key components of effective planning, such as linkage to the budgeting process or the collection of baseline data prior to making a change. The opportunities for future advancement include offering new certificates degrees; maintaining affordable tuition rates; emphasis on technology; strong connections to industry and the community; and access to alternative funding sources.
- OV9 PCC had developed partnerships with local high schools allowing high school students to enroll in college courses. PCC currently maintains a total of 49 articulation

agreements. During the last three years, EWDD has built multiple partnerships in both the southeastern and southwestern regions of Colorado to coordinate the delivery of new areas of technical training. PCC is beginning to move from a reactive process for creating, prioritizing, and building partnerships and collaborations to a more systematic approach. Improving communications, especially with internal collaborators, is continually evolving at PCC.

**Here are what the Systems Appraisal Team identified as Pueblo Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2P1a	S	PCC states three major objectives that connect with accomplishing other distinct objectives: delivery of customized training programs to business and industry partners, offering a broad range of personal and professional development opportunities, and providing a variety of high quality and affordable services. The EWDD, CETD, Instruction, and Student Services oversee these objectives and are given autonomy for making decisions in this area.
2P1b	O	While PCC clearly articulates a description of its non-instructional services, there is little evidence of how they are designed, operated and/or revised. It would be significant to document the extent to which they are designed, operated and revised in partnership with external stakeholders as a means to replicate the best processes.
2P2a	S	Major non-instructional objectives for external stakeholders are determined through the strategic planning process that includes faculty, staff, students, community members and advisory council members.
2P2b	O	PCC has the opportunity to more completely analyze and explain how it determines its non-instructional objectives specifically for its external stakeholders.

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| 2P3a     | S | PCC communicates expectations for other distinctive objectives through multiple modes including face to face meetings, community engagement, external marketing and its website.   |
| 2P3b     | O | PCC has an opportunity to more thoroughly analyze and report on the network of communication activities and media through which it systemically communicates its expectations regarding the college's non-instructional processes.   |
| 2P4      | O | While the college provides an extensive list of the specific and classifications of external stakeholders, there is an opportunity to formalize and centralize the process/system to collect and assess data to determine the value of the objectives or to make improvements. Developing centralized processes by means of focus groups, surveys or interviews with external stakeholders for oversight, review, and evaluating value may allow PCC to make data-based decisions on resource deployment.  |
| 2P5, 2P6 | O | PCC does have processes in place to determine staffing needs relative to objectives and operations and appears to gather data on staffing needs divisionally in order to readjust objectives or the processes that support them; however, these processes do not appear to be standard across all campuses, which may contribute to inconsistencies. Employing a systemized survey that identifies all staffing needs such as faculty development, facilities, and equipment issues may promote a culture of valuing people and therefore continual improvement. |
| 2R1      | O | PCC regularly collects a number of measures of accomplishing major non-instructional objectives and activities, but recognizes that an opportunity exists to develop a more sophisticated system of data collection and analysis that is regularly utilized to make data-based decisions and improvements. This type of system may also benefit the college by checking for alignment to the strategic plan and the budgeting process.   |

- 2R2 OO PCC presents limited evidence to show performance results for achieving non-instructional objectives, and indicates that it has an opportunity to systematically track performance results, analyze the data, and then improve its practices. Gathering, reporting and comparing data over a period of time will allow the institution to better understand the value of its other distinctive objectives while aligning needed resources with the budgeting process.
- 2R3 O PCC has an opportunity to develop a broader array of comparison measures through the CCCS and then to track the data longitudinally. Understanding trends in the overall state may allow the college to better assign scarce resources and take advantage of emerging markets.
- 2R4 O While PCC has anecdotal information concerning performance results of processes for accomplishing other distinctive objectives that have strengthened the overall organization, there is also an opportunity for PCC to better improve its reputation, to widen public awareness of services and programs, to more greatly increase its numbers of students working in real-life settings and to better serve the needs of the community by strengthening its data collection and analysis.
- 2I1 O PCC documents significant improvements in accomplishing other distinctive objectives; however, an opportunity exists to formalize processes that include systematic and comprehensive tracking of performance results and integration with strategic planning. These processes may promote a culture of data-based planning and improvement.
- 2I2 O PCC has the opportunity to promote the best practices of some departments that have developed processes to improve and set targets for enhanced performance results in accomplishing other distinctive objectives. By recognizing and communicating the practices and success of these innovative departments, the college may soon find that other departments wish to “buy-in” to a culture on continuous quality improvement.

### **AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS**

*Understanding Students' and Other Stakeholders' Needs* examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pueblo Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:**

***Item Critical Characteristic***

- OV1c PCC has integrated best practices in technical training and student support. PCC's Economic and Workforce Development Division developed four Mobile Learning Labs to respond to technical training in remote areas. The Hope Bridge Program offers ex-offenders a bridge-to-college program. These two initiatives were recognized as finalists for the 2010 Bellwether Award. Additional student support includes: Go!Zone to streamline enrollment and advising services, English and Math advising Pro Shops, drop-in advising centers, clubs and associations, childcare referral, an improved Early Alert system, job placement, community services through AmeriCorps, and a College Learning Council.
- OV2 PCC provides numerous services to the community in non-instructional ways, including catering, community events, dental and health clinics, auto repair, cosmetology, testing, tax preparation, and Small Business Development Center (SBDC).
- OV6b Over the last three years, the implementation of 21<sup>st</sup> century technologies in the classrooms has revolutionized and systematized PCC's learning and teaching environments while partnerships with business and industry have helped provide PCC with state-of-the art equipment and technological improvements on its other campuses. Additionally, PCC has implemented an integrated Web portal that allows students to

submit application information, register for classes, change class schedules, and check grades.

**Here are what the Systems Appraisal Team identified as [Institution]’s most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students’ and Other Stakeholders’ Needs.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
3P1	O	PCC employs a number of methods to identify, analyze, and respond to the changing needs of students and other stakeholders including literature reviews, internal and external surveys, and advisory groups. It recognizes however that there is an opportunity to formalize, standardize, and perhaps centralize data collection, analysis, and reporting. Developing a system that benchmarks, tracks, and provides assessment of data and performance results may help align decision-making and strategic planning.
3P2a	S	PCC builds and maintains relationships with students through activities of the Office of Recruitment ---examples include: outreach activities, a redesigned NSO program that supports first-time students, employment opportunities, student life and cultural events, and student membership in ASG, clubs, organizations, and advisory committees.
3P2b	O	It is clear that the Office of Recruitment has a well-developed outreach program. It is less clear, and thus an opportunity, how other units including faculty and staff build and maintain a relationship with PCC students. Strong faculty and student relationships correlate with student retention.
3P3a	S	The college has multiple processes in place to analyze the changing needs of key stakeholder groups and select action steps such as the College Advisory Council, program advisory committees, and recently the college president conducted a series of Conversation Days to gather feedback for the new five-year strategic plan.

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| 3P3b | O  | It is unclear how the college identifies its' key stakeholder groups. Additionally, the process for response to key stakeholders is not integrated into the culture of the institution. The new five-year strategic plan could assist the institution in clarifying how to respond to the data gathered.  |
| 3P4  | S  | PCC employees build and maintain relationships with key stakeholders through memberships on approximately 150 boards and community agencies, conduct outreach activities through their Alumni Association, and prints and distributes a magazine that includes information about new programs, initiatives, and/or partnerships.  |
| 3P5a | SS | The partnership with SJBTC will allow Pueblo the opportunity to reach an underserved population. The use of screening committees with community representation is an excellent means to receive input from external stakeholders.   |
| 3P5b | O  | The college does not articulate the decision-making process it uses to actually set new targets. It has an opportunity to refine, systematize, analyze, and report consistent and on-going ways it continues to target new student and stakeholder groups.  |
| 3P6a | S  | PCC outlines four processes based on the nature of the issue for collecting complaint information from students and external stakeholders. Additionally, the AQIP Action Project entitled "Establishing a Customer Service Center at Pueblo Community College" is a proactive step to improve responses to stakeholder concerns.  |
| 3P6b | O  | Although PCC documents several distinct processes for collecting complaint information from students and other stakeholders; there is no centralized system for communicating policies on filing grievances, collecting and then analyzing the data for trends. Developing a system of communication, data collection, review and trending on a regular basis could allow the college to determine when complaints are repeated or show patterns. With such a system the college could take action if |

patterns appear, thus providing a system of assessment and continual improvement.

- 3R1 O Although PCC collects a variety of measures of student and other stakeholder satisfaction (the most systematic of these being the CCSSE), there does not appear to be an overall process to regularly analyze these data. As indicated in PCC's response, the college has an opportunity to develop and implement a formalized system to collect and analyze satisfaction measures. Establishing such a process will allow the college to more clearly identify and then meet community stakeholder's expectations.
- 3R2 S The CCSSE performance results for student satisfaction indicate that students, both full-time and part-time, are satisfied with their experience at PCC. The results demonstrate that PCC students are more satisfied than a comparison group of peer institutions.
- 3R3 O Although PCC's 2009 CCSSE performance results for student-faculty interaction basically met or slightly exceeded the comparison group and cohort results, the college has an opportunity to analyze multi-year CCSSE data to identify trends. Regular attention to satisfaction results may help departments focus on problem areas and develop action steps for improvement.
- 3R4 O The college acknowledges that it has a strong opportunity to expand beyond its current informal feedback mechanisms to create systems and processes which will identify and document, for analysis and action, performance results for stakeholder satisfaction. Developing this system may help assess which external stakeholders' needs best align with the strategic goals of the college.
- 3R5 O While PCC cited the 2010 AQIP Checkup Report in acknowledging collaborative relationships; the portfolio provided no current data to measure building relationships with key stakeholders.

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| 3R6  | O | PCC provides examples of the 2009 CCSSE results for student-faculty interaction and support for learners that match or exceed the comparison results. There is a strong opportunity, which is acknowledged by the college itself, to identify, find, and put in place metrics related to its performance in the area of understanding their students' and their other stakeholders' needs. |
| 3I1a | S | The college provided examples of recent improvements that are supported by comprehensive processes for understanding students' and other stakeholders' needs.  |
| 3I1b | O | While the college has identified ten areas it feels best represent its improvement efforts in the area of Understanding Students' and Other Stakeholders' Needs, there is insufficient evidence that indicates these areas of improvement are related to embedded processes within the college or come from systemic data-driven analytics.  |
| 3I2  | O | The college's culture appears to assist with selecting processes to improve and set targets for improved performance results in the category. As indicated by the college's response, there is an opportunity to further build a system for the collection and analysis of data and trends to drive continuous improvement and enhance a "culture of evidence".                            |

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#### **AQIP CATEGORY 4: VALUING PEOPLE**

*Valuing People* explores your institution's commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pueblo Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:**

***Item Critical Characteristic***

- OV4 PCC currently employs 802 workers. PCC employees belong to one of the four following categories: Faculty, Part-time Instructors, Administrative/Professional Technical (APT), and Classified. Part-time instructors and work study students constitute the largest segment of PCC employees.
- OV5 The PCC President reports to the President of CCCS. The PCC Advisory Council, comprising eleven community members, is designed to act as a liaison between the College, area employers, and school boards. Faculty, staff, students, and community members are involved in leadership and decision-making through a system of representative constituency groups, including shared governance councils, advisory councils/committees, and student government organizations. The requirements from oversight entities are considered during the development of strategic goals, policies, and procedures.
- OV6a The institutional Strategic Plan serves as an umbrella for the development and implementation of individual units' and departments' planning processes. PCC has compiled specific short-term and long-term expectations for its relationships with students, business and industry, and the community. Through PCC's shared governance system, closer coordination among units and more systematic approaches to continuous improvement have led to the refinement of key institutional processes.

**Here are what the Systems Appraisal Team identified as Pueblo Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.**

<b><i>Item</i></b>	<b><i>S/O</i></b>	<b><i>Comment</i></b>
4P1	O	While the processes and methodologies have been identified by the 2007 Systems Appraisal as robust, there is no indication that the processes have been reviewed or refined since the 2007 Appraisal. Regular review of even proven processes can illuminate areas where improvements can

- be made and shows an institution's true dedication to continuous quality improvement.
- 4P2            S        PCC's hiring process includes application, background check, drug screening, official transcripts, meeting minimum requirements set by HR and the job supervisor, interviews by a series of subject matter experts and checking for required credentials, licenses, or certifications. This process ensures that PCC hires highly qualified people.
- 4P3            S        PCC's commitment to recruiting, hiring, and retaining employees is illustrated by its hiring of a Recruiting Specialist in 2009, through its hiring process described in 4P2, and a number of incentives and recognitions for part- and full-time employees.
- 4P4            S        PCC recognizes the significance of communicating its history, mission and values and communicates them in a variety of ways including the establishment of Heritage Hall.
- 4P5            O        PCC has some processes in place that aid planning for changes in personnel. However, data from campus climate surveys indicate that PCC has an opportunity to provide more cross-training for employees to ensure a smoother transition when employees change positions or leave the college.
- 4P6            O        While PCC notes that it provides a culture of divisional and departmental autonomy in regards to work processes and activities within each area's purview of responsibility and is able to list six examples of "considerations" that each area uses in making these decisions, there does not seem to be a system-wide set of goals, rules, or objectives that govern these decisions. Having a more solid approach to work processes and activities might improve organizational productivity and employee satisfaction.
- 4P7            S        PCC's Human Resources area ensures that all employees are informed of the institution's policies and regulations concerning ethical practices, as

well as providing training and other professional development activities to assist in the understanding of expectations and possible penalties.

- 4P8 S PCC has a strategic objective to “Foster professional development and leadership opportunities for all employees”. The formalized processes the college has developed help determine training needs and aligns training with planning that strengthens instructional and non-instructional programs and services.
- 4P9a S PCC provides faculty, staff, and administrators a host of opportunities for training and development through the Summer Institute, Teaching Academy, Mentoring Committee, and the activities of the Center for Teaching and Learning.
- 4P9b O PCC does not clearly articulate how it trains and develops its employees to contribute effectively throughout their careers. It also does not articulate a process for reinforcing such a process.
- 4P10a S While noting that in its previous Systems Evaluation the college’s personnel evaluation system was praised; PCC recounts its continuing efforts to revise and improve these processes, beginning with its evaluation process for senior leadership such as vice presidents and deans.
- 4P10b O The college has an opportunity to demonstrate that its current personnel evaluation system and the similar processes that are being revised (viz. 4P10a) align with its objectives for instructional and non-instructional programs and services.
- 4P11 O PCC has an opportunity to more clearly show how employee recognition, reward, compensation, and benefit system align with objectives for instructional and non-instructional programs and services. Aligning these objectives may promote a culture of continuous improvement and valuing people.
- 4P12a S PCC has processes in place to determine key issues related to the motivation of employees that include assessment of a regular climate

- survey and dissemination of the results through presentation and posting on the college intranet.
- 4P12b      O      PCC has an opportunity to demonstrate its processes for actually analyzing the issues that were uncovered and selecting appropriate courses of action to meet any perceived and measured challenges. Acting on these challenges may enhance the college's current shared governance model.
- 4P13      O      PCC has instituted programs and initiatives to address employee satisfaction, health and safety and well-being, but it does not articulate a process for regularly evaluating the effectiveness of the provided services. Collecting, analyzing, and acting on these data may promote a culture of safety consciousness at the college.
- 4R1      O      PCC acknowledges that although they collect several measures of valuing people, there is an opportunity to centralize and formalize the processes of data collection and analysis in regards to valuing people. Centralizing the measures and studying the data may help identify trends and areas of improvement.
- 4R2a      O      PCC has collected performance results in valuing people for a number of years through a campus climate survey, however only fall 2009 results are provided along with an evaluation of the 2010 Summer Institute. Developing a system to track and assess performance results over time may enhance improvement efforts and then provide an assessment of the effectiveness of the changes.
- 4R3a      S      PCC provided annual and longitudinal evidence indicating the productivity and effectiveness of employees in achieving institutional goals. In the multi-year CCSSE Benchmark scores PCC has consistently been above the mean scores of the comparison group.
- 4R3b      O      The college has an opportunity to indicate how the results from the individual performance evaluations feeds into a larger, systemic consideration and analysis of productivity and effectiveness leading

toward the achieving of the college's goals. Developing such a model may enhance employee effectiveness and satisfaction.

- 4R4            S        PCC provided positive results for the performance of their processes for Valuing People with the performance results of the overall System Office's comparison group.
- 4I1            O        PCC provides an impressive list of recent improvements in valuing people, however there is no evidence presented to indicate systematic and comprehensive processes and performance results. Formalizing these processes may begin to institutionalize and highlight the college's efforts towards valuing people.
- 4I2            O        PCC recognizes the opportunity to improve their processes for valuing people and formalizing processes for tracking results. Developing a system that regularly tracks, compares, assesses, and communicates performance results may produce desired improvements in future campus climate surveys and enhance overall employee satisfaction and performance.

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## **AQIP CATEGORY 5: LEADING AND COMMUNICATING**

*Leading And Communicating* addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pueblo Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:**

**Item Critical Characteristic**

- OV5 The PCC President reports to the President of CCCS. The PCC Advisory Council, comprising eleven community members, is designed to act as a liaison between the College, area employers, and school boards. Faculty, staff, students, and community members are involved in leadership and decision-making through a system of representative constituency groups, including shared governance councils, advisory councils/committees, and student government organizations. The requirements from oversight entities are considered during the development of strategic goals, policies, and procedures.
- OV6a The institutional Strategic Plan serves as an umbrella for the development and implementation of individual units' and departments' planning processes. PCC has compiled specific short-term and long-term expectations for its relationships with students, business and industry, and the community. Through PCC's shared governance system, closer coordination among units and more systematic approaches to continuous improvement have led to the refinement of key institutional processes.
- OV6c PCC has processes in place for analysis, prioritization, recommendations, planning, and implementing major building renovations, which incorporate input from the State Architect's Office. Major building renovations are reviewed annually through scheduled inspections and building audits to determine life cycle stages and operational status of infrastructure systems.
- OV7a Since the 2007 Systems Appraisal Report, PCC has established an Institutional Research Office to provide information that supports the college planning, decision-making, policy formulation, and accreditation process.

**Here are what the Systems Appraisal Team identified as Pueblo Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.**

<b>Item</b>	<b>S/O</b>	<b>Comment</b>
5P1a	S	PCC defines and reviews the organization's mission and values as a part of the five-year strategic planning process. Most recently the college employed a series of facilitated conversations and brainstorming sessions

with various internal and external constituents to gather valuable input to these foundational statements.

- 5P1b O PCC has the opportunity to make this review process more data informed and to more fully clarify the process and participants. This could result in a more strategic decision-making process, the crafting of a mission, goals, and values that make a stronger impact on the institution, and in getting more “buy-in” from the various internal and external stakeholders.
- 5P2 S The direction of the college is set through objectives, strategies and tasks. Operational plans include action steps, performance measures, timelines, and expected outcomes. It is assumed, though, not specifically stated, that these steps are aligned with the mission and vision of PCC.
- 5P3 O PCC does not clearly articulate how setting these strategic directions take into account the needs and expectations of students and key stakeholders, especially in a way that is informed by relevant and consistent data.
- 5P4 S PCC’s leaders guide the organization in seeking future opportunities that are chosen precisely because they enhance the college’s focus on students and learning through partnering with economic development agencies, educational organizations, business and industry.
- 5P5a S PCC’s existing governance structure lays the framework for engagement and inclusiveness in its decision-making and implementation processes through the effective use of teams, task forces, groups, and committees.
- 5P5b O PCC recognizes that an opportunity exists to expand involvement, enhance efficiency, and clarify roles of those bodies charged with making and implementing decisions. Acting on this opportunity may improve communication and understanding.
- 5P6 O The college acknowledges that it needs to move more quickly to develop a culture of evidence, based on data-informed, metrics-modeled, information-established decisions and results. These changes may promote a culture of continuous improvement and shared governance.

5P7	S	Regularly scheduled meetings, access to the portal, and the new video conferencing system contribute to effective communication between and among units and campuses of PCC.
5P8	S	PCC's Mission, Vision, and Values were developed with participation by all relevant stakeholders and informed by AQIP's standards of high performing organizations. These foundational statements are communicated via many venues and continually stressed by senior leadership publically and throughout the planning process. As this process matures, it will deepen and reinforce PCC's aspirations toward becoming a high performance organization.
5P9a	S	PCC encourages and develops the leadership abilities of employees in multiple ways including training, mentoring, leadership seminars, supporting education through tuition reimbursement, and participation in shared governance, taskforces, project teams, and subcommittees. Membership in state-wide committees is also encouraged.
5P9b	O	The college presents many leadership training opportunities, but it does not appear to have formalized or systematic leadership training in place. Developing a system to identify and train existing or potential leaders within the college may further ensure smooth transition through changes in leadership.
5P10	O	The college indentifies the opportunity to institute a leadership succession plan. As noted earlier doing so may foster smooth transition through changes in leadership. It could also be tool for professional growth if integrated with a formalized leadership development program.
5R1	S	PCC indicates that there are various performance measures of leading and communicating that are collected and analyzed in order to assess leadership and communication practices. Of particular note is the practice of giving all employees an opportunity to be involved in the annual evaluation of PCC's vice presidents and deans.
5R2a	S	PCC performs well on its own climate survey (2009) and the CCCS climate survey (2010) in regards to this category.

- 5R2b O PCC has the opportunity to track this data longitudinally in order to understand and assess trends and to set benchmarks. The snapshot data that have been collected could benefit from analysis and follow up to address scores that were low in the communication and leadership categories.
- 5R3a S Data from the Campus Climate survey show PCC faculty and staff responded more favorably than the CCCS average in leading and communicating.
- 5R3b O PCC has an opportunity to collect and assess its performance results over a period of years and in comparison with institutions other than only CCCS schools. Developing this type of ongoing process may provide best practices and allow for benchmarking.
- 5I1 S Multiple recent changes in this category have been identified as a result of new leadership: portal, PCC brand, realignment of organization, Monday Morning Huddle, quarterly updates on strategic plan, and evaluation of administrators by faculty and staff.
- 5I2 O In addition to detailing the new president's strategic planning priorities, PCC has the opportunity to develop and articulate how other aspects of its culture and infrastructure help it to select processes to improve and set targets for improved performance results in leading and communicating. PCC seems well-positioned for this step.

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## **AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS**

*Supporting Institutional Operations* addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pueblo Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:**

***Item Critical Characteristic***

- OV6a The institutional Strategic Plan serves as an umbrella for the development and implementation of individual units' and departments' planning processes. PCC has compiled specific short-term and long-term expectations for its relationships with students, business and industry, and the community. Through PCC's shared governance system, closer coordination among units and more systematic approaches to continuous improvement have led to the refinement of key institutional processes.
- OV6b Over the last three years, the implementation of 21<sup>st</sup> century technologies in the classrooms has revolutionized and systematized PCC's learning and teaching environments while partnerships with business and industry have helped provide PCC with state-of-the art equipment and technological improvements on its other campuses. Additionally, PCC has implemented an integrated Web portal that allows students to submit application information, register for classes, change class schedules, and check grades.
- OV6c PCC has processes in place for analysis, prioritization, recommendations, planning, and implementing major building renovations, which incorporate input from the State Architect's Office. Major building renovations are reviewed annually through scheduled inspections and building audits to determine life cycle stages and operational status of infrastructure systems.
- OV7b In 2006, PCC replaced its aging Legacy system with an integrated and centralized system (Banner, SunGard) to enable it to capture and share data across all thirteen CCCS campuses, pertaining to students, finance, financial aid, and human resources. Data collection and distribution processes are guided primarily by the requirements of state and federal agencies, institutional or programmatic accrediting agencies and grant funding entities. PCC seeks feedback on strategies that could help them make better use of institutional data.

**Here are what the Systems Appraisal Team identified as Pueblo Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
6P1a	S	PCC has both formal and informal processes for identifying the support service needs of its students and other key stakeholder groups including daily interactions with students, a student governing organization and many student groups, questionnaires/surveys, focus groups, attention to complaints, and meetings with advisory committees and community partners.
6P1b	O	While PCC has a wide range of processes in place to determine the support service needs of its students; there is not a formally coordinated plan for collecting data and analyzing it for this purpose. Tracking and communicating these data may help improve services to students.
6P2	O	While the college is able to identify general processes by which administrative support service needs of its faculty, staff and administrators are collected and acted upon, PCC itself acknowledges an opportunity to formalize and therefore improve these processes through the use of surveys and/or focus groups on a regular basis.
6P3	S	The college maintains a department of public safety that serves as its official law enforcement agency. The PCC Safety and Security Committee recommend changes in policies, procedures and infrastructure and based on those recommendations significant improvements were implemented in security measures and communication. Student behavioral concerns are monitored through a Behavioral Intervention Team (BITe).
6P4a	S	The college is able to identify and report tracking mechanisms in various decentralized departments, each of which seems to be results and goal oriented and to have procedures in place for analysis and remediation of any deficiencies found in the management of its key student, administrative and organizational support service processes.

- 6P4b      O      The college has an opportunity to use the processes and tracking mechanisms alluded to in 6P4a as “best practices” for emulation by all departments and offices, as a step in the direction of strategically crafted, systematic, uniform management of these support service processes.
- 6P5      O      Although the college has made progress in this area, it has yet to engage all departments in the development of documented processes in order to standardize basic procedures, facilitate sharing of information, and promote innovation and empowerment. The new initiative to review and develop process flowcharts of all policies and procedures could allow for improvements and efficiencies.
- 6R1      O      Although PCC has participated in CCSSE survey for three years and regularly utilizes internal surveys to measure users’ satisfaction with student support service processes, there is an opportunity to integrate and coordinate these data gathering and analysis processes. Additionally, the college identifies the need to set measures to regularly assess the effectiveness of its administrative and organizational support services. Formalizing these processes may enhance data-based decision making in order to support institutional operations.
- 6R2a      S      PCC reports performance results for student support service processes in the form of data from the CCSSE, which it has administered in 2005, 2007, and 2009. It reports only results from 2009, and of the nine indicators used, five of them are above 80% on student satisfaction level.
- 6R2b      O      The college has an opportunity to demonstrate that it has collected, analyzed, and made strategic decisions based on a diverse, multi-layered group of longitudinal measures in this area. Benchmarking and tracking improvements may enhance strategic planning and decision-making.
- 6R3      OO      PCC indicates an opportunity exists to develop a formal evaluation process for all departments that when implemented should provide performance results for administrative support service processes. A system with some type of integrated/centralized oversight and analysis may help to set standards and promote best practices college-wide.

- 6R4a S PCC utilizes student feedback and performance results to improve services and has provided a list of these recent improvements.
- 6R4b O Although PCC is able to note a list of six “adjustments” made to the Student Services area, without a formalized system that produces actual performance results it may impede strategic planning and overall improvements in effectiveness and efficiencies.
- 6R5 O While PCC does have performance results for Supporting Organizational Operations against other CCSE schools, using or taking part in other comparison mechanisms may assist PCC in national-level comparative studies in order to make data-informed decisions.
- 6I1a S PCC is able to provide an impressive, albeit disparate, list of improvements which it says are the major improvements that it has made in the area of Supporting Organizational Operations throughout the College.
- 6I1b O There does not appear to be systematic and comprehensive processes and performance results in this category. Developing and implementing a formalized system of processes that includes some type of centralized oversight might promote a culture of continuous improvement that can be readily incorporated into overall strategic planning and budgeting processes.
- 6I2 O PCC indicates an opportunity to develop a formalized infrastructure (system) to help the institution select specific processes to improve and to set targets for improved performance results in supporting institutional operations. Such a system may allow for better understanding stakeholders’ needs, promote best practices and benchmarking, and increase organizational efficiencies.

## **AQIP CATEGORY 7: MEASURING EFFECTIVENESS**

*Measuring Effectiveness* examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pueblo Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:**

***Item    Critical Characteristic***

- OV7a Since the 2007 Systems Appraisal Report, PCC has established an Institutional Research Office to provide information that supports the college planning, decision-making, policy formulation, and accreditation process.
- OV7b In 2006, PCC replaced its aging Legacy system with an integrated and centralized system (Banner, SunGard) to enable it to capture and share data across all thirteen CCCS campuses, pertaining to students, finance, financial aid, and human resources. Data collection and distribution processes are guided primarily by the requirements of state and federal agencies, institutional or programmatic accrediting agencies and grant funding entities. PCC seeks feedback on strategies that could help them make better use of institutional data.
- OV8a PCC has grown in understanding the need for effective and comprehensive planning for continuous improvement and has taken steps to increase a data-driven approach, but still struggles with some key components of effective planning, such as linkage to the budgeting process or the collection of baseline data prior to making a change. The opportunities for future advancement include offering new certificates degrees; maintaining affordable tuition rates; emphasis on technology; strong connections to industry and the community; and access to alternative funding sources.

**Here are what the Systems Appraisal Team identified as Pueblo Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
7P1	O	PCC has numerous formal and informal processes to select, manage, and distribute data and performance information to support instructional and non-instructional programs and services. As indicated in the institution's response, there is an opportunity to centralize and standardize the data collection, analysis, and reporting processes to improve communication and overall effectiveness. Meeting this challenge may engage employees in the benefits of continuous improvement and stimulate a data driven culture.
7P2a	S	In Fall 2010, PCC implemented a quarterly reporting and review process to ensure (a) that strategic initiatives are completed, (b) that task leaders receive feedback, and (c) that allow for timely adjustments to the strategic plan.
7P2b	O	PCC identifies the opportunity to develop a set of key performance indicators and dashboards to track progress towards strategic objectives. Additionally there is an opportunity to promote communication of successful outcomes of improvement efforts. Developing a system of regularly assessing and understanding performance data to support planning and improvement efforts may improve institutional effectiveness and efficiency.
7P3	O	The college utilizes multiple methods to determine the needs of departments related to the collection, storage, and accessibility of data and performance information, however the institution recognizes two opportunities in this area. The first is to develop efficient processes for collecting and storing unit-specific data and performance data and the second is to ensure the data is easily accessible to stakeholders. These improvements may encourage a culture of data-based decision making.

- 7P4            O        A Performance Contract with the State of Colorado sets performance goals for those institutions in the system and over the last few years the CCCS has conducted a strategic planning process that identified goals, strategies, and performance targets for the 13 colleges. These efforts provide valuable aggregated data at the system level; therefore PCC has an opportunity to measure its own performance utilizing the system-wide metrics. This would allow PCC to benchmark results with the state system or individual colleges in the system.
- 7P5            O        Although PCC conducts both peer comparisons within the higher educational community and internal, longitudinal comparisons with an online Data Book, there is an opportunity to develop a system to collect, format, analyze, and communicate improvement targets to stakeholders. Institutionalizing a culture of regularly measuring effectiveness to determine the needs and priorities for comparative data and information can greatly increase efficiency by reducing redundancy.
- 7P6            O        While PCC has begun the process of aligning individual unit missions with that of the institution, the college has an opportunity to utilize the ARM process to ensure, standardize, and communicate that department analysis of data aligns with organizational goals for instructional and non-instructional programs and services. Including all areas of the college in these efforts could enhance measuring effectiveness across the institution and promote continual improvement.
- 7P7            S        PCC has established processes to maintain timeliness, accuracy, reliability, and security of information systems and processes via the CCCS system and internally through the IR Office, Admission & Records Office, and the IT staff. These processes appear systematic and sufficient to meet the needs of the college.
- 7R1a          S        PCC collects and analyzes measures of the performance and effectiveness of its system for information and knowledge management including Help Support Desk call and time to resolution, campus wireless usage, and server availability and uptime.

- 7R1b O End user surveys could be a useful source of information regarding the effectiveness of the information and knowledge management systems. PCC does seek to measure the performance of several IT functions, but does not indicate how that measurement relates to the effectiveness of those functions. More importantly, PCC measurement of Banner and its effectiveness may assist the institution in work flow and data management issues.
- 7R2 OO PCC has made progress in collecting and utilizing data and evidence for measuring effectiveness. The college nevertheless acknowledges the opportunity to further develop its system to include the identification of key performance indicators, the more effective use of comparative data, the disaggregation of student measures of success, the systematic identification of performance measures for all new processes, the development of more effective relationships among all data users, the communication to appropriate audiences, and the centralization of an overall system for data collection and analysis. The college provides no evidence that its processes for measuring effectiveness meet its needs.
- 7R3 O PCC indicates an opportunity exists to develop a system to collect and analyze results for the performance of its processes for measuring effectiveness in comparison with the results of other higher educational organizations. Additionally, the college intends to clearly define performance goals in measureable terms, ensure main processes are evaluated and improved regularly, promote that all data users collaborate to develop an effective data management system, and to share information among organizational units. These improvements should provide a robust system for measuring effectiveness and comparing results with other institutions in higher education.
- 7I1 S Although it acknowledges it is still in the early stages of measuring effectiveness, PCC provides evidence of recent improvements that include systematic and comprehensive processes and performance results for measuring effectiveness including establishing an IR Office,

- participation in NCCBP, and revamping two key processes: ARM and ASL.
- 712a            S        Steps taken by current leadership to engage employees in the conversation of improvement are positive. The college has made considerable progress in building a culture and infrastructure that helps select specific processes to improve and to set targets for improved performance results in measuring effectiveness.
- 712b            O        As indicated in the college's response, further work is needed to integrate the use of data into the culture of the college. Standardizing processes and systems that promote regular data-based decision making and planning may push the college community towards the desired integration and culture of measuring effectiveness.

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## **AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT**

*Planning Continuous Improvement* examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pueblo Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:**

***Item    Critical Characteristic***

- OV5    The PCC President reports to the President of CCCS. The PCC Advisory Council, comprising eleven community members, is designed to act as a liaison between the College, area employers, and school boards. Faculty, staff, students, and community members are involved in leadership and decision-making through a system of representative constituency groups, including shared governance councils, advisory councils/committees, and student government organizations. The requirements from

oversight entities are considered during the development of strategic goals, policies, and procedures.

- OV6a The institutional Strategic Plan serves as an umbrella for the development and implementation of individual units' and departments' planning processes. PCC has compiled specific short-term and long-term expectations for its relationships with students, business and industry, and the community. Through PCC's shared governance system, closer coordination among units and more systematic approaches to continuous improvement have led to the refinement of key institutional processes.
- OV8a PCC has grown in understanding the need for effective and comprehensive planning for continuous improvement and has taken steps to increase a data-driven approach, but still struggles with some key components of effective planning, such as linkage to the budgeting process or the collection of baseline data prior to making a change. The opportunities for future advancement include offering new certificates degrees; maintaining affordable tuition rates; emphasis on technology; strong connections to industry and the community; and access to alternative funding sources.
- OV8b Challenges facing PCC that may impede continuous improvement include: low and decreased state and federal financial support, limitation of resources (human and otherwise) increasing number of academically underprepared students, increasing competition, increasing reliance on tuition for revenue, increasing number of economically disadvantaged students, increasing diversity of population, resistance to organizational change, timely adaptation to changes in both internal and external environments, and lack of communication and coordination within and across their four campuses.

**Here are what the Systems Appraisal Team identified as Pueblo Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1	S	PCC gathered feedback from stakeholders on the development of key planning processes through a standard strategic planning approach that included a list of critical questions. Long- and short-term strategies were developed from a compilation of this feedback. The Facilities and

- Technology Master Plans are developed and aligned with the college's mission, vision, and values incorporated in the strategic plan.
- 8P2            S        PCC selects short- and long-term strategies through a variety of approaches, including the strategic planning process, the President's Annual Strategic Objectives, the annual performance evaluation process, a shared governance model, and the AQIP Action Projects. These processes are also informed by guidelines from external sources, such as regulatory, accreditation, and governing agencies.
- 8P3a           S        PCC develops key action plans to support its organizational strategies by first identifying and assigning task managers. These managers then build teams with whom they develop operational plans, describe actions steps, institute performance measures, set timelines, and state expected outcomes.
- 8P3b           O        PCC recognizes an opportunity to develop the same process used for action plans developed outside the strategic plan framework that is utilized within the framework. Utilizing a best practice to promote continuous improvement may assist with stakeholder buy-in.
- 8P4            O        PCC's widespread communication of its mission, vision, and values does not guarantee that all its units and departments will automatically align their own plans with those of the college as a whole. PCC recognizes that there are opportunities to coordinate and align planning processes, organizational strategies, and action plans. Linking the strategic planning process to the budget planning process could allow the college to achieve some of its long-term goals by maintaining focus on how to fund them.
- 8P5            O        The college has an opportunity to develop a more rigorous process of defining objectives, selecting measures, and setting performance targets. It understands that it has a need to develop a set of KPIs to monitor and demonstrate progress toward its strategic goals.
- 8P6            OO      There appear to be no links between strategy selection and the action plans and between these planning activities and the budget process. Supporting continuous improvement with scarce resources may assist

with creating a quality culture that enhances a teaching and learning environment.

- 8P7 O At this time, PCC does not have a formalized process to assess and address risk in the planning processes. It recognizes the opportunity to include a risk assessment and management component into its planning processes and thus help ensure consistency and effectiveness.
- 8P8 O PCC has the opportunity to institute a systematic and formalized process to ensure its faculty, staff, and administrators are sufficiently developed in the practices of continuous improvement in order to address the changing requirements demanded by its organizational strategies and action plans.
- 8R1a S The college monitors its strategic planning process quarterly, reviewing metrics, data, and performance results for each aspect of the action plan that has emerged. The metrics are both simple and uniform, allowing for longitudinal as well as interdepartmental comparisons of rates of completions.
- 8R1b O The college recognizes the opportunity to identify KPIs to track progress and demonstrate evidence that the institution is achieving its mission, improving annual operations, and the enhancing each unit, division, and department.
- 8R2 S PCC, under its present process for measuring performance for organizational strategies and action plans, indicates that 68% of its strategic goals have been attained as of May 2011.
- 8R3 S PCC has set a target for completion of the remaining institutional strategic goals by the end of the strategic plan in July 2012, although it acknowledged that as of May 2011 much remains to be completed. It anticipates identifying and prioritizing other projects as part of the next cycle of planning when it analyzes data from the Spring 2011 Conversation Days.

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| 8R4  | O | PCC recognizes the opportunity to collect comparative data on its continuous improvement planning processes. Utilizing and communicating results in this way may enhance a quality culture.  |
| 8R5  | O | PCC has made great strides in planning for continuous improvement and understands much of what remains to be done to embed these principles into its daily culture and operations. The college, however, does not state why this remaining work is left undone or what barriers need to be surmounted to achieve this desired state. |
| 8I1  | S | While there is room for significantly more vigorous improvement, PCC documents recent progress in better understanding planning for continuous improvement and aligning AQIP with the strategic planning processes.  |
| 8I2a | S | PCC is slowly building a culture and infrastructure of continuous improvements. Because of the president's commitment, illustrated by her establishing of a Continuous Improvement Committee, there is good reason to believe that these principles and processes will increasingly become normative and institutionalized.          |
| 8I2b | O | Despite recent improvements, PCC is still in the beginning stages of building a culture of continuous improvement. Unless a certain threshold of pervasiveness of these systems is reached soon, an attitude could take hold that within the college that PCC is not serious about continuous improvement.                           |

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## **AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS**

*Building Collaborative Relationships* examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

**Here are the Key Critical Characteristics of Pueblo Community College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:**

***Item Critical Characteristic***

- OV6a The institutional Strategic Plan serves as an umbrella for the development and implementation of individual units' and departments' planning processes. PCC has compiled specific short-term and long-term expectations for its relationships with students, business and industry, and the community. Through PCC's shared governance system, closer coordination among units and more systematic approaches to continuous improvement have led to the refinement of key institutional processes.
- OV6b Over the last three years, the implementation of 21<sup>st</sup> century technologies in the classrooms has revolutionized and systematized PCC's learning and teaching environments while partnerships with business and industry have helped provide PCC with state-of-the art equipment and technological improvements on its other campuses. Additionally, PCC has implemented an integrated Web portal that allows students to submit application information, register for classes, change class schedules, and check grades.
- OV9 PCC had developed partnerships with local high schools allowing high school students to enroll in college courses. PCC currently maintains a total of 49 articulation agreements. During the last three years, Economic and Workforce Development Division has built multiple partnerships in both the southeastern and southwestern regions of Colorado to coordinate the delivery of new areas of technical training. PCC is beginning to move from a reactive process for creating, prioritizing, and building partnerships and collaborations to a more systematic approach. Improving communications, especially with internal collaborators, is continually evolving at PCC.

**Here are what the Systems Appraisal Team identified as Pueblo Community College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.**

***Item S/O Comment***

9P1	S	PCC has strong relationships with educational organizations, economic and workforce development organizations, businesses and industries, and prison and correctional facilities from which it receives students. The relationships include customized programs and opportunities for underserved populations. It is unclear how these relationships are prioritized, but they seem mission consistent.
9P2	S	Extensive articulation agreements, specific transfer scholarship opportunities, and strong communication with local business and industry indicate Pueblo successfully builds relationships with those depending upon the supply of Pueblo students.
9P3	S	The college has created, prioritized, and built relationships with the organizations that provide services to its students based on students' best interests and funding constraints.
9P5	S	PCC has processes through the state system, accrediting and certifying agencies, professional organizations, consortia, networks, and the general community to create, prioritize, and build relationships that are beneficial to the college. The partnerships are sustained through both institutional agreements and individual participation by its administrators, faculty and staff.
9P6a	S	Systematic processes at the system wide level are developed to assess the needs of partners and obtain feedback.
9P6b	O	The college has an opportunity to use these mechanisms as a model to develop similar internal processes that may assist with alignment with the strategic planning process.
9P7	S	PCC has developed a shared governance model, has improved strategic planning, has integrated technological innovations such as video conferencing and web portal, and holds campus-wide events – all of which help create and build relationships between and among departments and promotes integration and communication.

- 9R1 O PCC provides evidence of measures of building collaborative relationships and recognizes an opportunity to develop processes to regularly collect and analyze the results of these measures. These processes may assist with data-based decision making and continuous improvements.
- 9R2 S PCC provides ample performance results in building its key collaborative relationships, both externally and internally.
- 9R3 O PCC identifies an opportunity to develop processes to collect, analyze, and compare performance results for building collaborative relationships with other higher education organizations. Tracking these comparisons may assist with identification of best practices and promote benchmarking.
- 9I1 S PCC provides evidence of recent significant improvements in building collaborative relationships. In particular, the substantial grant relationships appear to contain systematic and comprehensive processes and performance results. The college might benefit from a systematic approach, tied to strategic planning, which could assist the institution in being more tactical in its approach to Building Collaborative Relationships.
- 9I2 O It is unclear how the college's culture and infrastructure help it to select specific processes to improve or to set targets. Having a data-centered process in place to select specific processes to improve and target might help PCC to focus its efforts.