

# **SYSTEMS APPRAISAL FEEDBACK REPORT**

in response to the *Systems Portfolio* of

## **PUEBLO COMMUNITY COLLEGE**

October 5, 2007



**Academic  
Quality Improvement  
Program**

The Higher Learning Commission **NCA**

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## 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.

PCC is aware of its need to support the development, monitoring and assessment of student learning. A comprehensive, integrated system of assessment which includes data collection, analysis and results with feedback loops is needed. As the institution sets future improvement processes and implementation strategies, there is a need to ensure all stakeholders are engaged and able to access information which will help PCC embed the principles of quality improvement systemically and enhance the institution's quality journey.

PCC recognizes the need to improve its systems, processes and target-setting. By defining its other distinctive objectives, PCC has taken the first step in establishing a unique brand and unique ways of servicing its community. While enrollment and grant funding have increased, processes and systems do not seem adequate to determine specific needs, to identify necessary intervention strategies, to produce results, and to drive improvement.

The College is challenged to meet the needs of a diverse group of stakeholders. Processes to collect information appear to be abundant but siloed. A comprehensive system to cross-reference and analyze stakeholder needs might help develop quality systems as well as establish specific strategic and tactical improvement targets.

PCC is in the beginning stages of assessing individual performance and institutional training needs, aligning these with overall College performance. The College is challenged to identify the effectiveness of their processes for valuing people.

The College is in the initial stages of developing and building a new leadership system based on data driven results. Major transitions in administration have created distinct challenges regarding leading and communicating. These transitions, rather than leading to inaction, should spur the institution to create and implement processes that transcend people.

The College appears to be in the very early stages of developing, implementing and improving student and organizational support service systems; having primarily concentrated efforts on reacting to state mandates. There is a tremendous opportunity to focus resources, strategically and creatively, toward improving institutional support services.

PCC's effort to establish an institutional culture of evidence is still in the conceptual stage. Although the College's state funding dictates, to some extent, one focus for effectiveness measures, reliance on these measures alone creates a one-dimensional system. Without multi-lateral and creative thinking, countless opportunities to impact and improve the College's learning offerings are eliminated by default. A plan is being developed with the Director of Planning, Assessment and Effectiveness to address areas of data collection, analysis and improvement. The implementation of an IR office will further these efforts.

The institution appears to be embracing a well thought out strategic planning model which has produced encouraging process results and will provide a much needed anchor for the College as it goes forward. It is hopeful that PCC will be able to speak to the measured improvements this process yields in the future. An opportunity exists to establish stability and direction which will enable the institution to fulfill promise and potential.

PCC is clearly committed to working in partnership with other organizations within the region and nation to meet the needs of those it serves. Although the College is challenged by a complex governance structure, a complex mission, and increased competition, it is to be commended for the number and creativity of its collaborative relationships; many appear to be innovative, energized and exciting. Although work is occurring, formal systems to describe, capture, target, measure and optimize investment are not readily apparent.

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 based upon the institution's achievements and challenges in regards to each of the nine AQIP Categories. 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. At the end of the list of strengths and opportunities for each Category is the team's consensus assessment of the institution's stage of development on that particular Category. This section consists of a series of statements 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 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 institutions 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 multi-faceted mission of community colleges produces a set of complex challenges under the best of circumstances. Pueblo's designation as a Historical Hispanic Serving Institution with a majority of students engaged as part-time learners, a service area of low-income, low educational attainment, and low college-going rates, coupled with a social mission to combat poverty amplifies the challenge. The loss of the College's President appears to have created a void that put the institution's process on hold for an indefinite period of time and has made apparent the need for clear paths of succession as well as non-persona based systems. The College's ability to succeed is directly related to the presence of strategic and creative leadership; people who can build a coherent picture of the future, who can design structures and systems to achieve that vision, focus resources, marshal talent and identify cohesive action to achieve measurable outcomes.

The College is aware of the need to develop its capacity to collect, synthesize and analyze organization-wide data and has taken steps toward establishing an Office of Institutional Research to function in this role. Building this capacity will provide leadership with the tools to make choices based on data-driven decision models.

The College's state funding is predicated on a largely one-dimensional performance measure; FTE's. The establishment of success measures based on the behavior of the institution's learners may help derive research-based analysis of enrollment patterns and student learning opportunities. Investigation of models like the Maryland Community College funding system may also help. There is a possible role for the College's leadership to play (either individually or in collaboration with the 12 other two-year comprehensive community colleges) to reshape performance based funding formulas and influence the distribution of state funds more favorably.

The College's student demographic requires depth and breadth of resources in order to achieve institutional success. Receding government funding and support, competition for learners, faculty and staff, the increased cost of delivering instruction and operating multiple campuses appears to be a current and ongoing challenge met, in some measure, by securing grant funding and foundation donations. However, resource and revenue generation coupled with strategic reinvestment targets may help the College combat current and future fiscal challenges. A greater use of strategies to leverage non credit, other entrepreneurial opportunities and online education, with proper market analyses, could well provide the institution with additional means for contending with its revenue and government funding challenges.

The College has taken steps to build a system of student learning assessment. Once this system has been established, the organization will be able to assess all other processes as they balance or reinforce the institution's capacity to achieve what is essential to success; student learning. The newly launched strategic planning effort affords an opportunity to develop systems that embed an organization-wide culture of evidence; one where data is collected, analyzed, synthesized, and turned into information used to measure and improve institutional performance.

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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**

- O1a One of thirteen, two-year, public, comprehensive community colleges within the Colorado Community College system operating three widely dispersed campuses with the furthest being 280 miles from the main campus.
- O1b It is one of two Historical Hispanic Serving Institutions (25% enrollment over three decades) with a service area characterized by low family income, low educational attainment, high minority high school dropout rates, and low college-going rates.
- O1c Geographically positioned to fulfill Vision, Mission and Purpose by helping underserved populations overcome poverty, ensure success of at-risk students, and stimulate economic and workforce development. An AQIP institution since 2003 using action projects to address re-accreditation challenges.
- O1d Major transitions in administration continue, marked significantly in the sudden loss of the College's President.
- O2a Offers five associate degrees, a variety of career and technical education programs, and courses supporting college prep, developmental education, ELS, adult education, business training and job skill development, and personal enrichment.
- O3a Total enrollment including online delivery and multiple site delivery is 5166; 64.2% part-time; 35.8% full-time with an ethnic mix of 57% white-non-Hispanic, 32.9% Hispanic, 2.4% black non-Hispanic, 2.5% American Indian, with a small population from other ethnic origins. Average student age is 28.
- O3b Fully 83% of learners require at least one developmental course. Graduation rates hover in the 20% range. Less than 10% of the institution's offerings are online, which lags significantly behind the rest of the state.
- O3c Support functions address social, mental health and financial awareness needs; childcare has been identified as one of the most critical services it might offer its students. CCSSE scores indicate the College equals or exceeds the mean in creating a sense of community in relationship to the learning environment.
- O4a The College collaborates with business and industry through its Small Business Development Center (SBDC), the Community Education Training Department and the Pueblo Education Consortium. Other collaborations include the CCCS office, high schools, transfer institutions and community service organizations.

- O5a Total of 23 administrators, 81 full-time faculty, 238 part-time faculty, 45 technical professionals and 104 classified employees, are predominately Master prepared, female, and Caucasian.
- O6a Restraining factors include Colorado higher education funding formula which is directly tied to FTE enrollment, the geographic separation between campuses which makes it challenging for the institution to leverage systems approaches to all aspects of operations, and statewide implementation of the Banner student information system which has drained institutional resources.
- O6b Every building on the Pueblo Campus (378,000 square feet) and Fremont Campus (33,000 square feet) has been completely renovated over a 15-year period including networked computers, the installation of Sympodium and Smartboard technology and collaborative learning environments. A distinct building is the Gorisch Advanced Technology Center (GATC). The Southwest Campus is located in rented facilities. Hybrid and online classes are supported by WebCTVista. Some campus operations offer wireless environments with faculty and administrators having complete access to their desktops off-campus.
- O6c Twelve programs or certificates are accredited by professional accrediting agencies.
- O6d Online enrollment has decreased.
- O7a Primary partner, Colorado State University – Pueblo (CSU-P) is also primary competition. Recently, proprietary schools have also entered the regional market and include Colorado Technical University, Intellitec College and the University of Phoenix.
- O8 Opportunities include beginning a new strategic planning cycle, playing a major role in the economic revitalization of the service area by partnering with high schools and attracting new kinds of industries, as well as meeting demands for nurses and allied health professionals, focusing on college preparatory services and developing a robust institutional research capacity.
- O9 Vulnerabilities include reduced enrollment and state budget cuts, retention and graduation rates, and new leadership at CSU-P which has pledged to increase their enrollment shifting an historical partner to a potential competitor.

## 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***

O1a One of thirteen, two-year, public, comprehensive community colleges within the Colorado Community College system operating three widely dispersed campuses with the furthest being 280 miles from the main campus.

- O1b It is one of two Historical Hispanics Serving Institutions (25% enrollment over three decades) with a service area characterized by low income, low educational attainment, high minority high school dropout rates, and low college-going rates.
- O1c Geographically positioned to fulfill Vision, Mission, and Purpose by helping underserved populations overcome poverty, ensure success of at-risk students, and stimulate economic and workforce development. An AQIP institution since 2003 using action projects to address re-accreditation challenges.
- O2a Offers five associate degrees, a variety of career and technical education programs, and courses supporting college prep, developmental education, ELS, adult education, business training and job skills development, and personal enrichment.
- O3a Total enrollment including online delivery and multiple site delivery is 5166; 64.2% part-time, 35.8% full-time with an ethnic mix of 57% white-non-Hispanic, 32.9% Hispanic, 2.4% black non-Hispanic, 2.5% American Indian, with a small population from other ethnic origins. Average student age is 28.
- O3b Fully 83% of learners require at least one developmental course. Graduation rates hover in the 20% range. Less than 10% of the institution's offerings are online, which lags significantly behind the rest of the state.
- O6c Twelve programs or certificates are accredited by professional accrediting agencies.

**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.**

<b>Item</b>	<b>S/O</b>	<b>Comment</b>
1P1a	S	PCC has an established faculty driven internal process, in conjunction with and aligned to the CCCS Common Course Numbering System, to determine, align and approve common learning objectives at a programmatic level.

- 1P1b O Aside from a brief mention, little evidence demonstrates how community stakeholders are involved in the determination of common and specific program student learning objectives.
- 1P2 O PCC recognizes the need for more formal and continuous market assessment to collect data on stakeholders.
- 1P3a S PCC recognizes the need for a strong developmental program.
- 1P3b O A formally defined process for determining prerequisites has yet to be established. There is an opportunity to build a process that aligns and integrates general education learning outcomes and prerequisites in the curricular offering.
- 1P4, 1P5 S The College communicates its expectations to students through a variety of processes and tools. Mandatory orientation and advising for new students enrolled in more than six credit hours has been established (Action project ended in 2006) as well as the development of a decentralized advising system that houses advising centers in each instructional division.
- 1P5b O Because the majority of students at PCC are enrolled part time, there is an opportunity for the College to consider mandatory advising for new students enrolling in six hours or less (in addition to their required advising for those enrolling in more than six hours).
- 1P6a OO PCC has two levels of processes to identify and monitor effective teaching and learning; 1) institutional – Faculty Evaluation Committee and student evaluation and 2) Assessment of Student Learning at program/departmental. However, it is not apparent how these processes integrate into a comprehensive evaluation system designed to impact learner success. There is an opportunity to build on this bi-level foundation and perhaps enhance the ability to meet state retention requirements.
- 1P6b OO The latest Assessment of Student Learning report accessible via the website was from the 2004-2005 academic year (accessed 07/29/07).

- The report provided does not seem to discuss key components of student learning assessment. There is an opportunity to define: 1) the means by which student learning performance was measured, 2) the results obtained from the assessment process, and 3) changes implemented because of the results.
- 1P6c            S        PCC uses supervisor observation and follow-up conferences with faculty as part of its process to ensure appropriate teaching. The traditional supervisor evaluation and student evaluation of faculty is well balanced with the state, program accreditation, and vocational education processes.
- 1P7             O        PCC has multiple and varied teaching delivery types, as well as programs. With respect to its CTE programs the College has an opportunity to utilize a more robust market analysis approach that invites more external inputs as a means of evaluating the efficacy of these efforts and guiding future planning.
- 1P8             S        The institution-wide APSA annual program review process has criteria in place that produce data-driven decisions regarding the improvement, re-alignment, or elimination of programs.
- 1P9a            O        An opportunity exists to increase faculty awareness of the usefulness of assessment in identifying needed support services
- 1P9b            O        There appear to be many separate activities used to determine student and faculty support needs, but a comprehensive process for the analysis of these activities is not evident. There is an opportunity to build upon and expand the use of nationally normed instruments as a comparative measure.
- 1P11/12        O        PCC evaluates students at the course level and uses a number of processes (mainly subjective) to evaluate CTE learners. An opportunity exists to build a more comprehensive system across the curriculum including an assessment of core or necessary skills essential to CTE and transfer learners alike.

- 1P13 O Some measures of student performance are identified (i.e., assignments, exams), but the processed used for analysis of these measures is not apparent.
- 1R1/R2 OO Results of the 2005 and 2006 Annual Assessment of Student Learning Reports at either the institutional or departmental level are not evident. It is not apparent that individual departments collect data related to student learning nor is it apparent that such data, if collected at the departmental level, is compiled, analyzed, and used at the institutional level.
- 1R1/1R2b OO PCC measures common and specific learning objectives; however, it appears these measures are not linked to specific learning targets nor to program, degree or certificate measures. An opportunity exists to enhance learner success in key demographic areas as developmental learners, Hispanic learners, and adult learners by establishing learning outcome targets within a specific learner category as well as by course, program, and certificate.
- 1R3 S Given the 2005 CCSSE results, processes (i.e., early alert, disability resources, computerized remediation, TRiO) were implemented to assure student engagement.
- 1R4 O PCC has implemented the CCSSE survey to establish learning benchmarks for the institution. However, there is an opportunity to develop a more intentional approach to benchmarking the College against comparable institutions in the state and externally.
- 1I1 S PCC acknowledges the importance of improving student learning, has garnered funding support, and implemented several AQIP Action Projects which focus on learning.
- 1I2 O The College has identified processes to improve; however, the specificity of those targets is not apparent or linked to data-driven analysis nor is how the improvement strategy is communicated among stakeholders.

112            S            PCC has begun to establish some learning targets and improvement priorities. This is an important step for their continued maturity in quality improvement.

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## **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***

- O1a    One of thirteen, two-year, public, comprehensive community colleges within the Colorado Community College system operating three widely dispersed campuses with the furthest being 280 miles from the main campus.
- O1b    It is one of two Historical Hispanic Serving Institutions (25% enrollment over three decades) with a service area characterized by low income, low educational attainment, high minority high school dropout rates, and low college-going rates.
- O1c    Geographically positioned to fulfill Vision, Mission and Purpose by helping underserved populations overcome poverty, ensure success of at-risk students, and stimulate economic and workforce development. An AQIP institution since 2003 using action projects to address re-accreditation challenges.
- O2a    Offers five associate degrees, a variety of career and technical education programs, and courses supporting college prep, developmental education, ELS, adult education, business training and job skill development, and personal enrichment.

- O3c Support functions address social, mental health and financial awareness needs; childcare has been identified as one of the most critical services it might offer its students. CCSSE scores indicate the College equals or exceeds the mean in creating a sense of community in relationship to the learning environment.
- O4a The College collaborates with business and industry through its Small Business Development Center (SBDC), the Community Education Training Department and the Pueblo Education Consortium. Other collaborations include the CCCS office, high schools, transfer institutions and community service organizations.
- O6a Restraining factors include Colorado higher education funding formula which is directly tied to FTE enrollment, the geographic separation between campuses which makes it challenging for the institution to leverage systems approaches to all aspects of operations, and statewide implementation of the Banner student information system which has drained institutional resources.
- O6b Every building on the Pueblo Campus (378,000 square feet) and Fremont Campus (33,000 square feet) has been completely renovated over a 15-year period including networked computers, the installation of Symposium and Smartboard technology and collaborative learning environments. A distinct building is the Gorisch Advanced Technology Center (GATC). The Southwest Campus is located in rented facilities. Hybrid and online classes are supported by WebCTVista. Some campus operations offer wireless environments with faculty and administrators having complete access to their desktops off-campus.
- O6c Twelve programs or certificates are accredited by professional accrediting agencies.
- O8 Opportunities include beginning a new strategic planning cycle, playing a major role in the economic revitalization of the service area by partnering with high schools and attracting new kinds of industries, as well as meeting demands for nurses and allied health professionals, focusing on college preparatory services and developing a robust institutional research capacity.

**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>
2P1	S	The College, utilizing its institution-wide College Assembly and the AQIP process, has defined and established other distinctive objectives aligning to the institution's unique purpose.
2P3	O	Newly developing strategic and operational processes afford an opportunity to determine faculty and staff needs relative to distinctive objectives formally and systematically.
2P4-2P5	O	PCC assesses individual objectives with many data sets. However, a formal plan that includes benchmarks, trends, and feedback loops appear to be missing.
2R1a	SS	The College offers more certificate and degree programs in the health profession than all other Colorado community colleges and has successfully garnered funding to support continued improvement of these offerings.
2R1b	O	Recognition of results for each distinctive objective provides a clear indication of future areas for improvement; however, the College has an opportunity to formalize reporting processes that document and direct future efforts.
2R1c	S	The College has increased the number of learners receiving workforce training.
2R1c	OO	There is an opportunity to make environmental scanning from the SBDC more visibly documented and to utilize other measurements/assessment inputs that comprise a comprehensive assessment of both the efficacy of workforce training offerings as well as their results.
2I1	O	PCC asserts that there are strong assessment and evaluation components in health professions and workforce development; however,

evidence of this evaluation and assessment system is not apparent.  
There is an opportunity to create and document such systems.

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### **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***

- O1b    It is one of two Historical Hispanic Serving Institutions (25% enrollment over three decades) with a service area characterized by low income, low educational attainment, high minority high school dropout rates, and low college-going rates.
- O1c    Geographically positioned to fulfill Vision, Mission, and Purpose by helping underserved populations overcome poverty, ensure success of at-risk students, and stimulate economic and workforce development. An AQIP institution since 2003 using action projects to address re-accreditation challenges.
- O3b    Fully 83% of learners require at least one developmental course. Graduation rates hover in the 20% range. Less than 10% of the institution's offerings are online, which lags significantly behind the rest of the state.
- O3c    Support functions address social, mental health and financial awareness needs; childcare has been identified as one of the most critical services it might offer its

students. CCSSE scores indicate the College equals or exceeds the mean in creating a sense of community in relationship to the learning environment.

O4a The College collaborates with business and industry through its Small Business Development Center (SBDC), the Community Education Training Department and the Pueblo Education Consortium. Other collaborations include the CCCS office, high schools, transfer institutions and community service organizations.

O6b Every building on the Pueblo Campus (378,000 square feet) and Fremont Campus (33,000 square feet) has been completely renovated over a 15-year period including networked computers, the installation of Sympodium and Smartboard technology and collaborative learning environments. A distinct building is the Gorisch Advanced Technology Center (GATC). The Southwest Campus is located in rented facilities. Hybrid and online classes are supported by WebCTVista. Some campus operations offer wireless environments with faculty and administrators having complete access to their desktops off-campus.

**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 3, Understanding Students' and Other Stakeholders' Needs.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
3P1	S	PCC has a comprehensive collection of processes meant to determine both prospective and current student needs and to inform action based on results.
3P2a	O	Relationships with students appear to be built primarily through learner support services and some student activities efforts. With recently increased technical capacity, PCC has an opportunity to develop new means of building relationships with learners like social networks, online groups, etc.
3P2b	S	The College recognizes the need to follow up on CCSSE results and has now appropriated funds to do so.

- 3P3-4      S      PCC has a multi-lateral and diverse group of stakeholders to serve. Processes are in place to help the College understand the needs of the institution's expanded community.
- 3P6      S      PCC has an adequate system for identifying and responding to student complaints.
- 3P7      O      PCC has an opportunity to complement its existing methods for determining satisfaction, which appear to be limited to surveys and evaluations, with the use of directed focus groups, discussion panels, and open forums, which could provide a more varied and accurate picture of the satisfaction level of stakeholders.
- 3R1      O      Student satisfaction results indicate high level of satisfaction (90-100%) with instruction and support services, with opportunities for improvement that are consistent with colleges across the nation. However, the sample used to determine these results and the trend data used is not apparent, which would depict longitudinal changes and results related to improvement efforts.
- 3R2      OO      PCC has a variety of activities that support students; however, the effectiveness of these activities in terms of retention, engagement, and learner success is not apparent. There is an opportunity to align with strategic objectives and integrate a comprehensive assessment/measurement system.
- 3R3      O      Business and Technology and Health Professions stakeholders provide PCC with positive feedback; however, there is an opportunity to provide data in support of either positive or negative assertions.
- 3R4a      SS      PCC has dramatically increased foundation contributions in 2006.
- 3R4b      O      There is an opportunity to track transfer of students to better identify and describe transferring student cohorts and to evaluate programs in relation to post-PCC success. Note: the Colorado state system may capture these data from the UDS datasets.

- 3R5            O        The CCSSE provides comparison data for benchmarking purposes. PCC has an opportunity to review these and other data for reference points.

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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***

- O1a    One of thirteen, two year, public, comprehensive community colleges within the Colorado Community College system operating three widely dispersed campuses.
- O1b    One of two Historical Hispanic Serving Institutions (25% enrollment over three decades) with a service area characterized by low family income, low educational attainment, high minority high school dropout rates, and low college-going rates.
- O1d    Major transitions in administration continue, marked significantly in the sudden loss of the College's President.
- O5a    Total of 23 administrators, 81 full-time faculty, 238 part-time faculty, 45 technical professionals and 104 classified employees, are predominately Mater prepared, female, and Caucasian.

**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.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4P1	S	PCC has various vigorous methodologies and processes in place to identify specific needed credentials, skills and values required of all specific positions.
4P1-2	O	PCC has identified the recruitment and retention of faculty, particularly part-time, on-call faculty, as a major challenge. The College has an opportunity to develop an integrated system of recruitment, retention, and development for all employees, with an emphasis on faculty.
4P3	S	Employee cross-training at PCC affords workers greater opportunity for innovation, empowerment, and performance. Skill-sharing is a great asset.
4P4	O	PCC has an established faculty evaluation system as well as performance goals for staff. Support for new faculty includes mentoring and operational policy training; however, an opportunity exists to formalize a system to identify institution-wide employee skills and competencies and to identify general or specific faculty skills and competencies.
4P5	S	Training needs are driven by requirement of credentialing and licensing and personnel evaluation; College level needs are determined in accordance with the institutional mission.
4P6	S	PCC's personnel evaluation follows the State of Colorado mandated guidelines and faculty evaluation measures align with AQIP Categories 1 and 2.
4P7	S	PCC's compensation plan is directly tied to AQIP Category 1: Helping Students Learn and AQIP Category 2: Other Distinctive Objectives. High performing employees are recognized.

4P8	S	The College has established processes to identify and communicate stakeholder needs.
4P9	S	PCC utilizes a wide variety of activities and processes to address employee satisfaction, health, safety and well-being.
4P10	O	PCC uses one means, the Campus Climate Survey, to measure the extent to which the College values people. An opportunity exists to add indirect measures such as the number and type of grievances filed, measures of employee retention, and sick-pay use.
4R1&2	O	PCC is not currently using trending measures for valuing people. An opportunity exists to establish benchmarks to track these measures.
4R4	O	While the results for processes associated with valuing people (4R2) appear low, an opportunity exists to compare these data to other like institutions. Though there may certainly be areas of concern, they may also indicate the normal climate of community colleges across the region and nation.
4I1&2	O	PCC has an opportunity to establish clear and measurable targets for improving its processes and systems for valuing people.

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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***

- O1a One of thirteen, two-year, public, comprehensive community colleges within the Colorado Community College system operating three widely dispersed campuses with the furthest being 280 miles from the main campus.
- O1c Geographically positioned to fulfill Vision, Mission, and Purpose by helping underserved populations overcome poverty, ensure success of at-risk students, and stimulate economic and workforce development. An AQIP institution since 2003 using action projects to address re-accreditation challenges.
- O1d Major transitions in administration continue, marked significantly in the sudden loss of the College's President.
- O5a Total of 23 administrators, 81 full-time faculty, 238 part-time faculty, 45 technical professionals and 104 classified employees, are predominately Master prepared, female, and Caucasian.
- O6a Restraining factors include Colorado higher education funding formula which is directly tied to FTE enrollment, the geographic separation between campuses which makes it challenging for the institution to leverage systems approaches to all aspects of operations, and statewide implementation of the Banner student information system which has drained institutional resources.
- O8 Opportunities include beginning a new strategic planning cycle, playing a major role in the economic revitalization of the service area by partnering with high schools and attracting new kinds of industries, as well as meeting demands for nurses and allied health professionals, focusing on college preparatory services and developing a robust institutional research capacity.
- O9 Vulnerabilities include reduced enrollment and state budget cuts, retention and graduation rates, and new leadership at CSU-P which has pledged to increase their enrollment shifting an historical partner to a potential competitor.

**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.**

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5P1a	S	PCC recognizes the importance of AQIP for continuous improvement. The College also responds to the direction of the CCCS strategic planning initiatives, CCCS "Presidents' Goals," perceived needs and its own emerging strategic planning process.
5P1-5P2	O	As recognized by PCC, an intentional strategic plan that is proactive rather than reactive can enhance quality improvement in more effective and efficient ways.
5P2	O	PCC leaders are responsible for collaborating with local education and business leaders; however, the process by which this collaboration occurs is not apparent. There is an opportunity to formalize leadership roles and responsibilities in such collaborations.
5P3	S	PCC's goals and policies are driven by a number of external factors. Additionally, the College's internal policy development system appears to be open and transparent.
5P4	O	PCC acknowledges an opportunity to become a more sophisticated user of data to support decision-making, with particular emphasis on the synthesis of multiple and often disparate data sources.
5P5	S	Although the primary process for communicating vertically and horizontally across the institution appears to be through meetings and email, a number of transparent processes, particularly the distribution of all meeting notes via email or on the PCC Intranet are models of transparent communication.
5P6	O	Print publications and the PCC website are the main sources of communication of the Shared Vision and Values; the new strategic

planning process will address this consideration. An opportunity exists to more effectively communicate values by embedding them in the institution's culture through the new strategic planning process.

- 5P7-5P8      O      An opportunity exists through the planned Leadership Academy to strengthen opportunities for leadership growth and help facilitate a more formal leadership succession plan.
- 5P9            O      Both direct and indirect measures are used to assess leadership effectiveness. An opportunity exists to formalize, integrate, and align these measures with the institution's operational goals and objectives.
- 5R1            O      PCC has an opportunity to use the results of the 2006 Campus Climate Survey as a baseline for evaluating its performance in the area of leading and communicating.
- 5R2            O      Since no comparative results are presented, PCC has an opportunity to establish benchmark institutions against which it can measure itself in terms of leading and communicating.
- 5I1            SS     The expansion of the President's Cabinet to include Student Senate and College Assembly representatives is an initiative that can circumvent many layers of communication and affect consistent dissemination of information both to and from administration.

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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***

- O1a    One of thirteen, two-year, public, comprehensive community colleges within the Colorado Community College system operating three widely dispersed campuses with the furthest being 280 miles from the main campus.
- O1c    Geographically positioned to fulfill Vision, Mission and Purpose by helping underserved populations overcome poverty, ensure success of at-risk students, and stimulate economic and workforce development. An AQIP institution since 2003 using action projects to address re-accreditation challenges.
- O1d    Major transitions in administration continue, marked significantly in the sudden loss of the College's President.
- O3a    Total enrollment including online delivery and multiple site delivery is 5166; 64.2% part-time; 35.8% full-time with an ethnic mix of 57% white-non-Hispanic, 32.9% Hispanic, 2.4% black non-Hispanic, 2.5% American Indian, with a small population from other ethnic origins. Average student age is 28.
- O3c    Support functions address social, mental health and financial awareness needs; childcare has been identified as one of the most critical services it might offer its students. CCSSE scores indicate the College equals or exceeds the mean in creating a sense of community in relationship to the learning environment.
- O6a    Restraining factors include Colorado higher education funding formula which is directly tied to FTE enrollment, the geographic separation between campuses which makes it challenging for the institution to leverage systems approaches to all aspects of operations, and statewide implementation of the Banner student information system which has drained institutional resources.
- O8    Opportunities include beginning a new strategic planning cycle, playing a major role in the economic revitalization of the service area by partnering with high schools and attracting new kinds of industries, as well as meeting demands for nurses and allied

health professionals, focusing on college preparatory services and developing a robust institutional research capacity.

- O9 Vulnerabilities include reduced enrollment and state budget cuts, retention and graduation rates, and new leadership at CSU-P which has pledged to increase their enrollment shifting an historical partner to a potential competitor.

**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>
6P1	S	PCC determines its student support needs through an examination of student success and satisfaction surveys, planning sessions, interview results and the Enrollment Management Student Retention committee.
6P2	S	PCC demonstrates several different methods for determining administrative support service needs.
6P3	O	Although PCC describes a process by which it reviews day to day key support processes and numerous reporting structures, an opportunity exists for an annual or bi-annual formal process of evaluation for every office and service on the campus.
6P4	O	An opportunity exists to develop an operational plan to use information about services to define improvement targets.
6P5	O	Although the Colorado system has mandated a focus on increased FTE enrollment and the EMSR has been established to meet this requirement, the principles of Strategic Enrollment Management appear to be used minimally. There is an opportunity to exploit these principles as an improvement tool rather than solely as a compliance tool.
6R1a	S	As a result of an AQIP Action Project, the College has hired a Director of Advising whose charge is to develop a new advising system and to implement the newly mandated orientation process for entering students.

- 6R1b      O      There is an opportunity to define and implement a data collection system that allows for quantitative, valid, reliable and longitudinal information, which is a critical step in planning continuous improvement for student support services.
  
- 6R2      O      An opportunity exists to implement a tracking mechanism that insures continued commitment to development, especially as it relates to the goals of the strategic plans.
  
- 6R3      O      PCC has an opportunity to compare itself to other institutions by using tools in addition to the CCSSE national survey.
  
- 6I1      O      PCC has an opportunity to more effectively synthesize the data it collects, for example, analyzing and comparing the 2007 Campus Climate Survey results with 2005 results, and coordinate its subsequent efforts to improve its systems and processes.
  
- 6I2      O      PCC recognizes the need to collect data to approach and set targets. There is an opportunity to more effectively implement a comprehensive system to transform data into actionable information by setting the targets for improvement and establishing priorities with faculty, staff, administrators, and others as needed.

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## **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***

- O1c Geographically positioned to fulfill Vision, Mission and Purpose by helping underserved populations overcome poverty, ensure success of at-risk students, and stimulate economic and workforce development. An AQIP institution since 2003 using action projects to address re-accreditation challenges.
- O6a Restraining factors include Colorado higher education funding formula which is directly tied to FTE enrollment, the geographic separation between campuses which makes it challenging for the institution to leverage systems approaches to all aspects of operations, and statewide implementation of the Banner student information system which has drained institutional resources.
- O8 Opportunities include beginning a new strategic planning cycle, playing a major role in the economic revitalization of the service area by partnering with high schools and attracting new kinds of industries, as well as meeting demands for nurses and allied health professionals, focusing on college preparatory services and developing a robust institutional research capacity.
- O9 Vulnerabilities include reduced enrollment and state budget cuts, retention and graduation rates, and new leadership at CSU-P which has pledged to increase their enrollment shifting an historical partner to a potential competitor.

**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.**

<b><i>Item</i></b>	<b><i>S/O</i></b>	<b><i>Comment</i></b>
7P1	O	Until the unexpected loss of the college president, the President's Cabinet served as the system through which a diverse set of measures were reported and acted upon. There is an opportunity to create a new system

- that identifies, collects, analyzes, reports and utilizes PCC's effectiveness measures.
- 7P2 O PCC has an opportunity, with the implementation of the Banner enterprise resource system, to develop new processes for the collection, storage, accessibility and use of data.
- 7P3 O It appears that state funding contracts solely drive comparative performance measures. There is an opportunity to develop comparative measures independently through such projects as the National Community College Benchmark Project (NCCBP) and the Consortium for Student Retention Data Exchange (CSRDE) which may improve the state's interpretation of the College's effectiveness.
- 7P4 OO PCC's performance data analysis appears to be decentralized and not shared institutionally nor aligned with institutional objectives. There is an opportunity to report data in terms appropriate to the various strategic goals and unified to account for the total performance of the institution. The implementation of the IR office will help considerably in these endeavors.
- 7P5a S Enrollment management data are shared with the entire college with considerable frequency.
- 7P5b O PCC struggles with the validity of its assessment results. An opportunity exists to establish a formal evaluation process to measure the efficacy of the student learning assessment program and to validate its results.
- 7P6 O Computer Services provides a stable, centralized electronic repository for the input, collection and extraction of data; however, a system of standards and processes for data-use in research and analysis are not apparent.
- 7R1 OO The College has developed an inventory to determine the status of its measurement and analysis systems. There is an opportunity to use this inventory to identify projects and processes that will stabilize data,

produce analytics and targets and ultimately deliver the means to understand how the College impacts learning.

- 7R2            O    PCC has an opportunity to compare itself to other colleges in areas other than enrollment, retention and graduation.
- 7I2            S    PCC recognizes that developing a culture of assessment is a necessary first step for improvement, and it has allocated resources to a Director of Planning, Assessment, and Effectiveness position and to developing an IR office.

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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***

- O1c    Geographically positioned to fulfill Vision, Mission and Purpose by helping underserved populations overcome poverty, ensure success of at-risk students, and stimulate economic and workforce development. An AQIP institution since 2003 using action projects to address re-accreditation challenges.
- O1d    Major transitions in administration continue, marked significantly in the sudden loss of the College's President.
- O3b    Fully 83% of learners require at least one developmental course. Graduation rates hover in the 20% range. Less than 10% of the institution's offerings are online, which lags significantly behind the rest of the state.

- O4a The College collaborates with business and industry through its Small Business Development Center (SBDC), the Community Education Training Department and the Pueblo Education Consortium. Other collaborations include the CCCS office, high schools, transfer institutions and community service organizations.
- O6a Restraining factors include Colorado higher education funding formula which is directly tied to FTE enrollment, the geographic separation between campuses which makes it challenging for the institution to leverage systems approaches to all aspects of operations, and statewide implementation of the Banner student information system which has drained institutional resources.
- O8 Opportunities include beginning a new strategic planning cycle, playing a major role in the economic revitalization of the service area by partnering with high schools and attracting new kinds of industries, as well as meeting demands for nurses and allied health professionals, focusing on college preparatory services and developing a robust institutional research capacity.
- O9 Vulnerabilities include reduced enrollment and state budget cuts, retention and graduation rates, and new leadership at CSU-P which has pledged to increase their enrollment shifting an historical partner to a potential competitor.

**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>
8P1-8P4	SS	The College is engaged in an inclusive strategic planning process, has embraced an iterative planning model that makes distinctions between operational and strategic planning, has articulated themes (statements) directing the institution's future, and is in the process of establishing strategic goals. Likewise, new AQIP Action Projects directly align to the goals and are designed to aid in their implementation.
8P5a	S	Through the AQIP process, PCC has implemented structures for performance measurement as it relates to the AQIP Action Project. The

- team-oriented approach PCC has taken invites engagement from all parties.
- 8P5b O PCC has an opportunity to select measures and set performance projections for plans that come to exist outside of the AQIP action plan framework, where such processes are a standard part of the planning process.
- 8P7a O With the cessation of its previous professional development efforts (PDLA) due to budget constraints, there is little evidence of professional development activities other than those that are grant driven.
- 8P7b O The College has an opportunity to identify and link employee development and performance to the strategic planning process and to AQIP projects.
- 8P8 OO PCC has the opportunity to directly measure the effectiveness of its continuous improvement planning system and to integrate those processes into strategic planning.
- 8R2a S The institution has successfully completed its first round of declared Action Projects and has used them to strategically secure funding through competitive processes to continue to build on a foundation of success, most notably the Title V grant.
- 8R2b O Given the percentage of its entering students who are academically under-prepared, a concerted effort to move the AQIP Action Project related to developmental education could have a positive impact on the College.
- 8R3 O PCC has an opportunity to compare its planning and continuous improvement efforts to those of other colleges.

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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***

- O1c Geographically positioned to fulfill Vision, Mission and Purpose by helping underserved populations overcome poverty, ensure success of at-risk students, and stimulate economic and workforce development. An AQIP institution since 2003 using action projects to address re-accreditation issues.
- O4a The College collaborates with business and industry through its Small Business Development Center (SBDC), the Community Education Training Department and the Pueblo Education Consortium. Other collaborations include the CCCS office, high schools, transfer institutions and community service organizations.
- O7a Primary partner, Colorado State University – Pueblo (CSU-P) is also primary competition. Recently, proprietary schools have also entered the regional market and include Colorado Technical University, Intellitec College and the University of Phoenix.
- O8 Opportunities include beginning a new strategic planning cycle, playing a major role in the economic revitalization of the service area by partnering with high schools and attracting new kinds of industries, as well as meeting demands for nurses and allied health professionals, focusing on college preparatory services and developing a robust institutional research capacity.

**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***

- 9P1a S PCC has built many strong collaborative relationships and recognizes the need to systematize and measure the effectiveness of these relationships.
- 9P1b O While PCC has a number of innovative partnerships in place, it lacks a systematic process for creating, prioritizing, and building such relationships. There is an opportunity to document and capture how the working relationships that produced Children First, DPHH partnership and partnerships with Trane and Intel were developed enabling the College to reproduce such initiatives and gain greater optimization.
- 9P2a S The College's shared governance model is highlighted in PCC's new strategic planning initiative. Concurrently, action projects have enhanced and provided focus for internal collaboration.
- 9P2b O Although PCC uses an informal process in its collection methods to ask its collaborators whether the collaborative relationship is satisfactory, it is unclear whether the approach to assess the satisfaction and success of its relationships is systematic. An opportunity exists to collect data on common indicators that support collaborative relationships and improve PCC's ability to enhance its collaborative efforts with existing key partners or building new relationships.
- 9P3 O Multiple campuses that both share and compete for resources make internal collaboration inherently challenging. PCC has an opportunity to create stronger relationships between its main and branch campuses.
- 9P4 O Although PCC relies on feedback and impressions generated in meetings and partner contacts, an opportunity exists to develop a formal means of measuring the effectiveness of its collaborative relationships.
- 9R1-9R2 O Once the process for measuring the effectiveness of PCC's collaborative relationships is implemented, an opportunity will exist to benchmark results against other institutions and respond to outcomes.

- 911-912      O      As part of its emerging strategic planning process, PCC has an opportunity to create a formal process for establishing targets for improving its collaborative relationships.