

[SURVEY - Criterion 1 DRAFT](#)

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Criterion 1. Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A – Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1.A.1 The mission was developed through a process suited to the context of the institution.

Pima Community College (PCC), approved as a community college in 1966 by the State of Arizona, as per §15-1402, has codified its purpose through its mission statement and supporting documents. PCC has overcome multiple challenges, i.e., changes in leadership, the loss of state revenues, a pandemic, etc., by remaining true to its mission and purpose. Planning for the future is critical and PCC has demonstrated through its

Strategic Planning documents the importance of inviting multiple perspectives from its external and internal stakeholders.

The first step in its most recent full strategic planning process, Pima Community College (PCC) conducted a comprehensive review of its mission starting in the Fall of 2019. The review was carried out by the [Strategic Planning Team](#) (SPT), a cross-college group co-chaired by PCC's Chief Strategy Officer and a faculty member. [Administrative Procedure 1.16.01](#) states that the SPT is responsible for the review of the mission; the membership of the SPT, which highlights the internal stakeholder groups involved in the process, is defined by [Administrative Procedure 1.16.02](#).

The comprehensive mission review process began with a preliminary [2019 session with all administrators](#), included a review of the existing mission framework that proceeded with a multistep review that included a review of mission statements from other organizations, a discussion on the components of the mission framework, and sessions fine-tuning draft statements (process, example meeting notes).

The process included inclusive [open sessions](#) across College sites to gather early-on input ([open forum results](#)) and was a focus of the Spring 2020 Futures Conference (Criterion 1.B.3 [materials](#), [results](#)). The mission review was impacted by the pandemic and finalizing the statements was delayed as planned meetings of the Strategic Planning Team in spring 2020 were canceled in the early months as PCC worked to shift to a fully virtual operation. However meetings resumed in an online format in August 2020, and the [2021 Futures Conference](#), which again included a focus on the mission of the College, proceeded virtually, streaming via YouTube and leveraging interactive slides to gather input. Lastly, as the statements were finalized, a survey was conducted to gather [internal and external input](#). Draft statements were also presented to the Governing Board for input and feedback.

Through the process, PCC highlights two improvements with employee and community satisfaction. First, PCC asks employees how satisfied they are with the statement "This institution involves its employees in planning for the future" through the College Employee Satisfaction Survey. In 2013, the mean satisfaction of all employees for this statement was 2.62. By 2022 that had increased to 3.17, a statistically significant increase over 2019, and a result not statistically significantly different from the comparison colleges ([report](#) p. 8 chart).

Second, PCC took additional steps to engage with community members following concerns about the mission of the College (from when PCC was placed on probation approximately 10 years ago) and incorporated their feedback into the statements. A notable addition based on community input was the addition of "affordable" to the College's purpose statement and a clear focus on ensuring the mission statement included "open-access". Highlighting the progress made by PCC in this area, the community members thanked the College for being inclusive and collaborative.

[PCC's mission](#) was approved unanimously by the Governing Board in May 2021 ([agenda item, approval](#) (p. 4, Action (consent) 4.14), one month before the Strategic Plan was adopted. The development of the Strategic Plan, discussed in Criterion 5C, was conducted by the same team as the review of the mission, per [Administrative Procedure 1.16.01](#), ensuring that the revised mission strongly informed the planning process, despite the formal adoption only occurring one month before the Plan was approved.

1.A.2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

The mission and related statements (purpose, vision and behaviors) are current, having been reviewed, revised and approved in May 2021 as described in 1.A.1. Within the mission statement, PCC expresses a commitment to every learner with a focus on the diverse community of Pima County. It reaffirms its role as an open-admissions institution providing comprehensive and flexible learning opportunities, as described in 1.A.4.

The [Strategic Plan](#) outlines the priorities through which PCC works to progress on its vision and mission and fulfill its purpose. It also outlines a series of institutional key performance indicators (p16) that further elaborate on the College's commitments, including learner access, progress and completion/transfer which are monitored and routinely reported upon. This includes updates to the senior leadership team, Strategic Cabinet, (e.g. [November 2021 meeting](#) and public-facing [longitudinal success report](#)). In addition, through the Strategic Plan, PCC committed to two ambitious institutional targets ([Institutional Goal: Achieve60](#) that, aligned with the statewide [Achieve60 AZ Action Plan](#), reinforce the College's commitment to completion and diversity for the community that we serve. These targets also align with and support the vision of the College. By raising educational attainment within the community, PCC can progress on its vision to "be a catalyst for personal transformation, economic growth, and cultural prosperity that enriches our diverse community". The College reports on its progress against the institutional targets within Strategic Plan reporting (see [Update on Achieve60](#) pp. 3-7).

Notably, the statements approved in 2021 include a purpose statement "Transforming lives through affordable education." The purpose statement was new to the mission framework in 2021, formalizing the underlying purpose of the College and highlighting the College's commitment to change the lives of our learners through access to affordable education. The College works to ensure it is affordable in several ways, including comparisons with [tuition elsewhere in Arizona](#). The cost of attendance is also analyzed through the Arizona Outcomes ([2022 Strategic Vision Outcomes Report](#), p. 9), which indicated that attendance at PCC is 7% of Pima County's median household income, lower than the statewide percentage (17%) and the national comparison (13%). Additional ways PCC's processes reflect our purpose are found below in 1.B.1.

1.A.3 The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

PCC's mission highlights the institution's commitment to be an open-admissions institution providing affordable, comprehensive educational opportunities that support learner success and meet the diverse needs of its students and community.

Per [spring 2023 reports](#), PCC's student body is 48% Hispanic or Latino, 57% female and 57% aged 18-24. The College is proud to be designated as a [Hispanic Serving Institution](#) (p. 4) and is an active member of the Hispanic Association of Colleges and Universities. The purpose of the College includes a focus on affordability and 19% of students are first generation and 28.8% are Pell eligible. 82.4% of credit learners are Pima County residents, consistent with the mission to be an open-admissions institution serving Pima County.

Demonstrating PCC's commitment to our diverse community, one of the College's institutional targets (see [Institutional Goal: Achieve60](#)) commits the College to doubling the completer counts of three minority race/ethnicity groups. The target references the U.S. Census Bureau data that shows that the proportion of Pima County residents who hold an associate degree or higher varies significantly by race/ethnicity from over 50% for White or Asian residents to below 25% for Hispanic or Latino or American Indian or Alaska Native residents.

With the Davis-Monthan Air Force Base located in Tucson, the College also has a focus on military students and operates an [Education Center at the base](#). 2.9% of spring 2023 students identified as active duty or veterans. The [College is designated](#) (p. 4) as a Military Friendly School (2023-2024 Gold) and Military Friendly Top 10 Spouse School (2023-2024).

An [economic impact study was conducted in 2017-2018](#), which indicated that 94 percent of College employees (page 3) live in Pima County, which facilitates their contribution to the economy and to civic engagement with the community. The impact of Pima's operational spending, student spending and alumni spending totaled \$1.9 billion, equal to approximately 4.7% of the County's Gross Regional Product. The study found that one out of every 17 jobs in Pima County is supported by the activities of Pima and its students.

Several statements from the [College Employee Satisfaction Survey](#) yield insight into PCC's priorities regarding this subcomponent. For example, for the statement "This institution treats students as its top priority", which aligns with the mission fulfillment framework, in 2013, the mean employee satisfaction was 3.30 (chart). By 2022, this has increased to 3.66, a statistically significant increase from the prior administration in 2019 not statistically different from comparison colleges. Similar results are seen for the statement "This institution does a good job of meeting the needs of students" (chart).

The College reports out on its mission and related priorities through numerous channels including monthly mission moments at monthly Governing Board meetings ([example from March 2023](#)), [data reports that include the institutional metrics](#) (p4-7), update reports on the Strategic Plan (see [Update on Achieve60](#)) and annual reports to the community ([example from 2021](#)). Further highlighting the College's commitment to diversity, two sessions that were open to all employees were presented on Equity in Data Analytics (November 2022 - [introduction](#), [slides](#)) and An Exploration of PCC Data from the Perspective of Learner Equity (February 2023 - [introduction](#), [slides](#))

The mission is carried out through the academic programs at the College, partnered with student support services. The range of offers and the alignment with the mission are discussed in 1.A.4.

1.A.4 The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

Per its mission, Pima Community College provides comprehensive and flexible lifelong learning opportunities to meet the needs of its diverse community. This includes programs and courses in a wide range of disciplines that lead to certificates, degrees, transfer opportunities and workforce development. PCC offers a comprehensive range of offerings to meet the diverse educational needs of Pima County, including [credit programs across multiple areas](#), [adult education](#), [dual enrollment](#), and the Center for Training and Development. Recently, PCC has introduced [PimaFastTrack](#) which provides accelerated routes for learners to earn an industry-recognized skill. The institution has [multiple transfer partnerships](#) in place with universities in Arizona and elsewhere. Through PCC offerings, students can complete [High School Equivalency](#), [credit certificates and degrees](#), an [Arizona General Education Curriculum certificate](#) (aligning with lower division general education requirements for the state universities), industry certifications or new marketable skills achievements. Students can also earn credit via [credit for prior learning](#). The College has [multiple campuses and sites](#), ensuring there is access to education for everyone in Pima County who seeks to gain an education.

The College provides a full suite of student support services. For full information, see Criterion 3.D.1. Pima Community College is an open admissions college; thus, anyone who wants to take classes can. The institution uses a placement test and multiple measures process to match students with their own best starting point (see Criterion 3.D.2).

PCC prepares regular summaries of the credit student body (for example, [spring 2023](#)) which are posted on the public website. Reports are also prepared via the College's business intelligence system (EXAMPLES). For the community in Pima County, Hispanic learners are a key population ([data](#)). For the County, for those residents aged 15 years and older, the large number of people are White, non-Hispanic, though the number of Hispanic residents is increasing. For residents who are aged 18-24, which aligns with a large percentage of PCC students, there is a slightly higher number of

Hispanic residents within the County. Over recent years, as enrollment has dropped, PCC has experienced a shift in the race/ethnicity distribution, with Hispanic learners outnumbering White-non-Hispanic learners. This change more closely aligns PCC with the community it serves in terms of race/ethnicity.

1.A.5 The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

PCC's mission and related statements highlight its commitment to provide affordable access to comprehensive and flexible learning opportunities for the diverse community of Pima County. The College has a stated purpose and mission that is commendable, and it proudly and publicly displays these statements at meetings and events. PCC's purpose, vision, mission and behaviors are stated publicly in places including its [website](#) (as required by [AP 1.16.01](#), p. 2), at monthly public Governing Board meetings in short "mission moments" (examples: [Advanced Manufacturing Building ribbon cutting](#), June 2023, post-degree teacher certification program [agenda](#), [presentation](#), April 2023), within PCC's [Strategic Plan](#) (pp. 8-9), on displays at its [campuses](#) and in work areas, and within the [academic catalog](#). The mission also forms the basis of other key statements at the College, including the description of [co-curricular learning](#) and PCC's [diversity statement](#) (p. 1). Demonstrating the clear communication about the mission, from the [College Employee Satisfaction Survey](#), the mean satisfaction for the statement "The mission, purpose, and values of this institution are well understood by most employees" increased from 3.11 in 2013 to 3.57 in 2022 (chart).

1.B – Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

1.B.1 The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

PCC, as a not-for-profit institution, serves no superordinate entity. Rather, PCC is committed to serving its community in order to provide opportunities to all who desire advanced educational attainment beyond a high school degree. Within the College's mission fulfillment framework, a commitment to meeting the needs of the community is highlighted in multiple places, as part of PCC's vision and mission statements:

1. Vision: “As a premier community college, Pima Community College (PCC) will be a catalyst for personal transformation, economic growth, and cultural prosperity that enriches our diverse community.”
2. Mission: “As an open-admissions community college within the diverse setting of Pima County, PCC provides comprehensive and flexible life-long learning opportunities to promote learner success and to empower every learner, every day, for every goal.”

In December 2022, the College [adopted a decision-tracking template](#) (p3) that includes the requirement that decisions clearly relate to the mission of the College, to ensure all major decisions align with the needs of the community (examples).

Through the 2021-2025 Strategic Plan (p. 14), the Governing Board approved a long-term institutional goal, Achieve 60 Pima County (Institutional Goal: Achieve 60), that seeks to raise the educational attainment level in Pima County by the year 2030. The four-year strategic plan was designed around this long-term goal. All of the initiatives within the Strategic Plan (pp. 24-28) focus on PCC learners and improving College efficiency with the end goal to improve educational attainment in the community PCC serves.

Through the annual budget development process (detailed in Criterion 5), capital request process, and strategic initiatives funding financial decisions focus on the needs of PCC’s learners and the essential operations required to run the College with no funding or distribution of funds associated with superordinate entities. To support the development of Centers of Excellence in sectors that are in-demand for Pima County business and industry, PCC secured \$65M in Revenue Bonds, Series 2019. As of April 24, 2023 ([Study Session on major capital projects](#)), approximately \$58.0M has been spent across Centers in Automotive Technology, Advanced Manufacturing and other areas.

[Data indicate](#) that Tucson’s 2021 poverty rate is 15.1%, placing Tucson 10th out of 12 western Metropolitan Statistical Areas. Recognizing the financial challenges facing many Tucson residents, PCC seeks to provide an affordable education as included in our purpose statement despite the elimination of all state funding for the College in 2015 by the Arizona Legislature. As part of the budgeting process, PCC routinely [compare property tax rates and tuition and fee costs per credit](#) with other community colleges statewide, to ensure that our offerings are both reasonable and affordable. [Data](#) in the [2022 Strategic Vision Outcomes Report](#) (p9, metric 8) indicates that PCC is an affordable option compared with the state’s universities. A [listing of PCC tuition offers](#), including a tuition cap at 15 credits per semester, is posted online.

Additionally, after PCC learners shared with the Governing Board that textbook costs were challenging for them, PCC engaged in an initiative through the Strategic Plan to expand the use of [Open Educational Resources and reduced cost books](#) that has, as of August 2023, saved students just over [\\$11M since 2017](#).

Mention of Food Pantry here?

PCC also has an active grants program and targets grants that directly benefit the community we serve. Examples of new grants include:

1. In 2023, Pima was [awarded a grant from the U.S. Department of Education](#) including \$1,437,685.00 over five years for the TRiO Upward Bound Math and Science (UBMS) Program, which is to be based at PCC's Desert Vista Campus. The program will focus on low-income, first-generation high school students interested in a science, technology, engineering, or math (STEM) degree.
2. In 2022, it was announced that Pima Community College will receive \$400,000 over the next two years as part of [Strada Education Network's Employer and Community College Partnership Challenge](#) (p4) to support innovative employer partnerships that connect learners to in-demand employment opportunities and strengthen regional economies. During the initial phase of this initiative, Pima will work with American Medical Response, Competitive Engineering Inc., and Leonardo Electronics U.S. Inc. to create new on-ramps to high quality education and build clear pathways to high-skilled jobs.
3. In addition to new grants, progress is well underway on existing grants that align with the community. This includes an ongoing [Title V grant in Hospitality](#).

In addition, PCC takes steps to help the community know how propositions could affect their education. For example, the College provided resources to help current and prospective students affected by the passage of [Proposition 308](#), which allows qualifying non-citizen Arizona high school graduates to receive in-state tuition at Arizona's community colleges. Information about Proposition 308, including answers to [Prop 308 Frequently Asked Questions](#) and a [Chancellor's Message](#) were posted to the College's [Proposition 308 - Welcome Students and the Community Web page](#).

1.B.2 The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

As a publicly funded community college, PCC is cognizant of its duty to taxpayers to be fiscally responsible stewards of valuable tax dollars. As stated in its mission, the College's function is to provide comprehensive educational opportunities that support student success. Since the College has no investors, and is not under a parent organization, there are no financial disbursements to any outside entity.

As a [state-authorized Arizona community college since 1966](#), the College follows all Arizona Revised Statutes, including those within [Title 15, Chapter 12, "Community Colleges"](#), which includes articles on the establishment of community college districts, finance, boards and processes for the issuance of bonds. The educational role of the College is defined by the statute and, in the Annual Report to the Governor (e.g. [2020-2021](#), [2021-2022](#)), PCC provides information on progress, courses of study, instructional

staff employed, student numbers, receipts and expenditures, and tuition and fees (credit and non-credit), as well as highlighting the educational role of the College.

1.B.3 The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

PCC plays an important role in improving the life of the many diverse communities it serves in Pima County. At the grass-roots level, hundreds of employees volunteer their time at community activities and the College hosts numerous community events at its campuses and facilities. At another level, the College involves members of the community as it makes comprehensive plans for a future in which all learners can achieve economic equity.

PCC Employees are active participants in the Southern Arizona community.

Building on previous research to gauge employee interest such as the [2016 Volunteer Recruitment Survey](#), the College has created robust resources for Pima employees and the community to take part in College activities. The [Events Calendar](#) is a comprehensive online listing of College-sponsored recruitment/registration, arts/cultural and other activities. The [Community Engagement Dashboard](#) contains ways for employees to sign up for community events. The College estimates and records the numbers of events and attendees through a [post-event survey](#) of College participants. In February 2023, there were 6,706 attendees in 34 College-sponsored events.

In addition, PCC's annual United Way Campaign raises funds to be used to support programs and services in Tucson and Southern Arizona. [In 2022](#), 16 PCC employees donated a total of \$8,621 to the charity.

Executive Leadership is involved across regional and national communities.

The Executive Leadership Team, consisting of the Chancellor, Provost and C-level administrators, is actively affiliated with organizations at [national, state and local events](#).

Additionally, peer-to-peer connections often result in initiatives whose goal is to improve student success. Initial [informal conversations](#) between PCC's Interim Chancellor, then Provost, and her counterpart at Northern Arizona University in Flagstaff, Arizona, have resulted in the establishment of the [NAU-PCC Educational Attainment Collaborative](#), which is designed to ensure seamless academic pathways between the two institutions and to enhance student support.

PCC promotes education by hosting community events.

Since 2015, Northwest Campus, in partnership with the Southern Arizona Research, Science and Engineering Foundation and major area employers such as Raytheon and IBM, has hosted the Arizona STEM Adventure. The purpose of the hybrid event is to increase elementary and middle-school students' awareness and interest in Science,

Technology, Engineering and Mathematics -- the STEM disciplines – through child-friendly demonstrations and hands-on exhibits. [In 2022](#), 675 students from Southern Arizona took part in the in-person portion, with another 1,192 participating virtually. Approximately 68 percent of the students participating were from low-income Title I schools.

Pima's West Campus has been the site of the League of Latin American Citizens (LULAC) annual Youth Conference for 28 of the past 30 years. In 2019, [668 students from more than 25 area schools](#) participated in the [conference](#), which promotes the importance of learning and leadership to middle school and high school students. The College looks forward to resuming its pre-pandemic relationship with the conference.

Since 2015, PCC has hosted Career and Technical Education National Letter of Intent Signing Day, when high school students and new PCC students sign a pledge to pursue a CTE education. Over the past three years, [between 350 and 500 students](#) have taken part.

PCC supports civic life.

The College has been an ongoing supporter of [Voices on the Economy](#) (VOTE), a project spearheaded by the Pima faculty member that is dedicated to fostering intelligent debate around critical national economic issues. That support took physical form in 2023 with the [dedication of the VOTE Center](#) on the College's West Campus and the announcement of a new partnership with Pima and Northern Arizona University.

The College typically charges fees for use of its physical spaces. However, Section 5.3 of the College's Administrative Procedure on [Use of College Facilities](#) waives those fees for elected officials holding community forums, such as Pima County Supervisor Rex Allen's event at the College's [Northwest Campus in April 2023](#).

In 2021, the College signed an [Intergovernmental Agreement](#) to support the City of Tucson's Thrive in the 05 initiative with funding and a full-time staff person. Thrive in the 05 seeks to revitalize long-underserved neighborhoods in the 85705 ZIP code. The College regularly [publishes a newsletter](#) featuring events and resources for area businesses and residents. One of those resources is the College's [Small Business Development Center](#), which helps entrepreneurs establish, grow and sustain their businesses. The SBDC [served 510 clients](#) in its most recent fiscal year and held training events for nearly 500 attendees. Additionally, the College supports major stand-alone Thrive in the 05 initiatives, such as through a [Letter of Support](#) for the Drachman Gateway initiative, which would establish a community hub in the area.

Pima plans comprehensively.

PCC has held an annual [Futures Conference](#) since 2014, inviting students and community members to sit down with PCC employees to discuss and plan approaches to important issues of mutual interest, including discussing the mission, strategic priorities. To date, [more than 615 community members and 40 students](#) have taken part

in these meetings, which are built around facilitated, small-group discussions (see 2023 lists of [183 in-person](#) and [87 virtual](#) participants).

In 2022, Adult Basic Education for College and Career (ABECC) organized in-person and virtual forums to consult with ABECC students and neighborhoods adjacent to its Learning Centers on how to best utilize the centers' physical space and to gather insights on other needs and expectations (see [agenda](#)). The forums reinforced the validity of ABECC projects and initiatives, such as maintaining both virtual and in-person instruction at all its Learning Centers and investing in a Student Experience and Enrollment team to better provide learners with information about and access to the supports they need throughout their time in ABECC.

PCC engages with business to train students for good jobs.

PCC's Mission includes a commitment to "[o]pen up to change and endeavor to serve our learners and the community by soliciting, valuing and using their input." In the world of Career and Technical Education (CTE) and Workforce Development, that translates to collaborating with area employers, economic development practitioners and community groups to provide relevant learning experiences for students seeking direct employment. Thus, Workforce Development advises or partners with nearly 700 businesses ([see Final Summary tab](#)), Community Based Organizations and workforce practitioners varying in size from fewer than 10 to over 500 employees. Additionally, Business and Industry Advisory Committees collaborate with each of the College's more than 30 CTE disciplines. For example, the [minutes](#) of the Spring 2023 Welding Advisory Committee meeting indicate robust discussions regarding staffing and skills needs, recommended certifications, barriers to employment and other relevant topics. All committees are governed by a [handbook](#) that delineates committee goals, membership requirements and other areas of operation.

Strong relationships with employers also help the College optimize execution of the College's Education Master Plan (EMP). A key element of the EMP is the establishment of [Centers of Excellence](#) (p. 116), learning hubs that provide high-tech training to students and incumbent workers. Each Center of Excellence has been built around events that gather insights from employers, educators and students. In early 2023, the College launched its newest Center of Excellence, in Science & Engineering, with a forum that included discussions and small-group work involving more than 100 virtual or [in-person participants](#), including representatives from the state's three public universities and members of the area business community. [Preliminary insights](#) gained from the session include the need for apprenticeships to build the STEM pipeline. The insights will be evaluated and possibly incorporated into emerging plans for the nascent center.

1.C – Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

1.C.1 The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

Criterion 4 showcases additional co-curricular activities at Pima Community College, and of note co-curricular programs approach this work collaboratively with various areas within the College to support student success and completion. The [First Year Experience](#) Program, for example, hosts virtual-live and in-person events to partner with instructional faculty to highlight various academic programs in a series called "Popcorn with a Program". They also partner with Counselors, Advisors and Career Services and Employer Engagement to host a series called "Career Cafe", to assist students with resume development, interview preparation, and career researching strategies. These events are promoted to students through our student engagement platform, [PimaEngage](#).

The Student Life Department hosts a variety of programming that include academic and other partnerships to support co-curricular programming. For example, our [Student Leadership Institute](#) offers a variety of programs to build leadership capacity for academic and career success.

1.C.2 The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

[Board Policy 2.01](#) commits PCC to a future in which its student body and workforce, including faculty, staff, and administrators, reflect the diversity of the Pima County community and in which people of all backgrounds feel welcome and engaged by the College. Flowing from the Board Policy and within PCC's mission fulfillment framework, the College identifies seven behaviors that every employee is encouraged to embrace. The behaviors were new to the framework in 2021 and were included to identify those behaviors that exemplified the spirit of the College, with the ultimate goal to foster a compassionate and productive educational environment for our community. Recognizing that social justice and equity is an essential consideration, the behavior "commit to equity and social justice" was included within the behaviors.

The mission and its commitments directly informed the 2021-2025 Strategic Plan, including addressing the hardships that many students face when it comes to:

1. Financial barriers: This is reflected in the Strategic Plan priorities to “Further the adoption of Open Educational Resources (OER) and reduced cost educational materials college-wide and ensure these lower cost options are clearly identified” and also a year four priority to reimagine the student payment structure, “Reinvent the learner payment structure, to include assessing flat-rates by program. Adopt different approaches in different areas as needed.”
2. Barriers to access: Simplify processes and remove barriers, with a priority to “Rebuild learner-facing and community-facing processes with a focus on standardization, simplification, access and removing the barriers that limit learner progress.”

As mentioned, the annual Futures Conference plays a key role in PCC’s planning process. Based on themes identified during the development of the 2021-2025 Strategic Plan (p. 12), at the 2023 event attendees provided input on topics that included the future PCC learner, which leveraged projection data for Pima County, and the future of social justice ([agenda](#), [discussion questions](#), [data sheet](#), [notes](#)). Through this event, the community PCC serves, and critical considerations related to social justice were directly woven into the conversation with attendees, embedding inclusion and equity into our planning process.

Additionally, one goal in year one of the Strategic Plan was to develop a new Diversity, Equity and Inclusion Plan. The draft was developed through an inclusive process led by the College’s Chief Diversity Officer. While a [draft was prepared](#), the planning work highlighted a need to define what social justice means to the College and assess practices that may lead to transformational change in the access, progress and outcomes of diverse learners. The draft lacked a focus on data and an assessment of the current state, which was recognized as a weakness if the College was to truly commit to inclusive and equitable treatment of diverse populations. The [Executive Leadership Team approved](#) a transition to a modified planning process, housed within the College’s integrated planning system (see Criterion 5) that will be data-informed and leverage benchmarking to identify practices at other institutions. The work will be completed by the Social Justice Team, advisory to the Strategic Planning Team. Both teams include stakeholders from across the College and ensure diverse perspectives are heard. The new centralized DEI planning will result in DEI strategies being incorporated directly into the College Strategic Plan and not separate from other College priorities.

1. Work is in progress - this section to be enhanced as the social justice work proceeds.

The Achieve 60 institutional targets from the 2021-2025 Strategic Plan are an example of PCC’s concerted effort to increase its retention, persistence and completion rates for populations that are predominantly underserved: American Indian or Hawaiian Native, Black or African American, and Hispanic or Latino ([Institutional Goal: Achieve 60](#)). The May 2023 [Update on Achieve 60](#) calls attention to the many college-wide initiatives and program-level activities that provide evidence of PCC’s commitment to enacting its Strategic Plan and, more importantly, in supporting the community it serves. This work is

reflected both in the Strategic Plan progress report and the associated unit plans discussed in full in Criterion 5.C. Examples of the unit plans include:

1. [Advising and Counseling unit plan](#): Action 2 - “Advising and Counseling public facing information improvements,” aligned with the Strategic Plan (p26) priority to “Rebuild learner-facing and community-facing processes with a focus on standardization, simplification, access and removing the barriers that limit learner progress.”
2. [Athletics unit plan](#): Action 1 - “Increase Aztec athletics enrollment, persistence, retention, and completion among student athletes,” aligned with the two institutional targets (outlined in [Institutional Goal: Achieve 60](#)).
3. [College Readiness and Student Success unit plan](#): Includes an action to “increase part time student persistence/retention”, which supports the two institutional targets.

Further, in 2019, the College formed the [Immigrant and Refugee Student Resource Center](#) with the mission to partner with the College and community to gather resources to bridge the information gap and empower immigrant and refugee students to achieve their educational dreams. The Center provides information, offers workshops and partners with external community organizations to support undocumented learners and other immigrant and refugee students.

If not mentioned above, the food pantry might also be noted here?

PCC participated in the Community College Survey of Student Engagement race/ethnicity surveys in spring of 2022. For the [faculty question](#) (p. 2) “During the current academic year, this college has taken appropriate actions regarding incidents of racism”, 83.1% agreed while 16.9% disagreed. These results will be assessed as part of the social justice work to identify strategies to improve.

Within the employee body, PCC has [diversified the workforce](#) somewhat in recent years, with, for example, decreasing percentages of White, non-Hispanic faculty and non-administrative staff. While the race-ethnicity profile at PCC does not yet fully align with the community, progress has been made and the following strategies are used to support a hiring process that is inclusive of diverse populations. See 3.C.1. for more information.

1.C.3 The institution fosters a climate of respect among all students, faculty, staff, and administrators from a range of diverse backgrounds, ideas, and perspectives.

PCC’s commitment to its mission behavior of “commit to equity and social justice” includes numerous activities to foster a climate of respect among students, faculty, staff, and administrators. This includes regular activities that intentionally address the role of the College in a multicultural society. For example, in August 2023, the leadership retreat included a [DEI workshop](#) for College leaders, with the same session offered as part of a program of [employee learning sessions](#) at the fall 2023 All College Day.

Throughout the year, the College recognizes key populations, hosts events or speakers, shares resources or offers training (e.g. [The Walk of the Immigrants](#) during Hispanic Heritage Month in 2022, [Native American Heritage Month](#) resource sharing, training on [how to create affirming and positive spaces for LGBTQ+ inclusion](#)). The College also engages with other organizations and sponsors their events (e.g. [Trans Day](#) in 2022), as well as producing newsletters to raise awareness of DEI topics (example from [winter 2022](#)). In addition, [numerous events](#) are scheduled through the DEI Office and the [Immigrant and Refugee Student Resource Center](#).

In early fall 2023, the College launched a survey to hear from employees about their interest in affinity groups. As a result of the input...

Additionally, the Teaching and Learning Center (TLC) offers regular opportunities to engage with global learning, anti-racist and culturally responsive pedagogies, and inclusive, equitable curriculum design frameworks. Since Fall 2020, the TLC has provided roughly 40 individual learning opportunities each year ([2021/2022](#); [2022/2023](#)) that average close to 20 participants at each session. Each year since offered, approximately 70 PCC faculty (e.g. [Fall 2022](#)) have earned at least one level of the two-year old Anti-Racist, Inclusive, & Equitable Pedagogies [Certificate](#). In Fall 2022, the TLC launched a Global Learning Certificate to support the development of an international perspective and awareness of global diversity. The TLC also maintains PCC's [Equitable, Inclusive Teaching & Learning](#) instructional webpage.

Through the [College Employee Satisfaction Survey](#), the College can monitor employee satisfaction with statements related to diversity. For example, the statement "Pima Community College fosters an environment that is inclusive of diverse identities" has been included in the survey as a custom statement since 2013. The mean score for all employees was 3.54 in 2013, increasing to 3.76 in 2022 (chart). The College also participated in the Community College Survey of Student Engagement in 2022, including the new race/ethnicity survey ([employee responses](#), [student responses](#)). While PCC does not have access to trend data as these surveys were new in 2022, the data provide insights into the atmosphere at the College for people of diverse backgrounds and these data will be analyzed as part of the 2023-2024 social justice initiative introduced in 1.C.2. For example, the [student survey](#) includes the question "During the current academic year at this college, how often have you participated in activities or discussions out of class that encouraged you to examine your understanding of issues of race/ethnicity?" 27.2% of responses said often or very often, while 34.6% responded never. The social justice team will analyze the results of the survey to identify ways to improve.

[SURVEY - Criterion 1 DRAFT](#)

Please click survey link after review of Criterion 1 DRAFT