

[SURVEY - Criterion 3 DRAFT](#)

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Criterion 3: Teaching & Learning Quality, Resources, & Support

The institution provided quality education, wherever and however its offerings are delivered.

3.A – Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

3.A.1 Courses and programs are current and require levels of student performance appropriate to the credential awarded.

The Pima Community College (PCC) Governing District Board has the authority to approve PCC's academic programs, as discussed in 1.A.4. Board Policy 3.25: Educational Offerings specifically mandates PCC to offer innovative programs that meet the educational needs of the community and contribute to the local economy. To meet student goals and community needs PCC has in place a number of practices, procedures, and policies to ensure that the curriculum is current, relevant, and of high quality (Criterion 4.A). PCC offers micro credentials, certificates, and associate degrees in Applied Sciences, Arts, Business, Fine Arts, and Science as found in the [PCC Catalog](#). While some of the processes for these are universal, program-specific differences exist in ensuring currency and relevance.

Many of the College's CTE programs have advisory committees which include local employers, discipline faculty leadership and the Dean over the program. These committees help the faculty stay current with industry trends and employment needs and provide input regarding the course and program content to ensure high quality programs. PCC faculty incorporate this information into the development and revisions of courses

and programs (Criterion 4.A.1). Advisory committee agendas and meeting minutes (e.g., [Veterinary Technician](#), [Translation & Interpretation](#)) are captured and stored each semester in a central Google Folder .

Several Career and Technical Education (CTE) programs maintain specialized accreditation and are tasked with ensuring quality and currency. Programs must show evidence that they meet the criteria established by the specialized accrediting agency in order to maintain accreditation. CTE students are prepared to take and pass licensure or certification exams and other technical skills assessments as part of a rigorous, industry-based curriculum. For example, the Surgical Technology Program is accredited by The Commission on Allied Health Education Programs (CAAHEP) through the Accreditation Review Committee on Surgical Technology and Surgical Assisting (ARC-STSA), a CAAHEP committee on accreditation. The program was awarded continuing accreditation on May 20, 2016. The next comprehensive review, including an on-site review, must be scheduled no later than 2026. Verification of current accreditation status can be found on the [CAAHEP website](#).

PCC students exceeded the Arizona Perkins V State Determined Level of Performance for certification (5.5%) by 9.69%, meaning that in reporting year 2021-2022 that 55.19% of all PCC CTE concentrators attained a recognized postsecondary certificate, degree, or credential during participation in a CTE program or within one year of program completion (CTE Data Portal 2022). At PCC, the CTE Data Portal is used to identify potential opportunity gaps for special populations, so that we can use Perkins funds to address those gaps by reviewing current Perkins goals, identify new needs, and create grants goals for the next year. For example, the data has shown that we have few female completers in Engineering, so we have used funds to create a marketing campaign targeted toward potential female engineers.

Arizona Revised Statute §15-1824 requires *college districts and universities to cooperate in operating a statewide articulation and transfer system, including the process for transfer of lower division general education credits and curriculum requirements for approved majors...* Multiple individuals and academic teams work to ensure that the transfer courses and programs are preparing students for success at a university. Arizona's statewide system is the [AZ Transfer System](#). There are a number of components to this system, but the one most relevant to this criterion is the Articulation Task Forces ([ATFs](#)), over 40 discipline specific groups composed primarily of discipline faculty from the three state universities and the Arizona community and tribal colleges. These groups meet at least once per year to discuss curriculum, ensure transferability and applicability of community college courses to the universities, and foster collaborative relationships between the faculties of the community colleges and the universities.

The [Course Equivalency Guide](#), another important part of AZTransfer, identifies how community college courses transfer to Arizona universities; current articulation agreements are on the [Pima Transfer Partnership webpage](#). Since articulation with state schools is controlled through AZTransfer, PCC does not have institutional

agreements with individual colleges. Instead, PCC has some programmatic agreements that appear on program pages such as on the [ADN/BSN Concurrent Program](#).

Based on [data](#) from the 2018-2019 new transfer student cohort who transferred to any of the three state universities to take 300 or 400 level courses, the average success rate of Pima students was only 1-2 percentage points less than the average rate of all university students. The success rate varied greatly based on the discipline, and in around half of the disciplines in the study the average success rate of Pima students was actually better than that of all students.

PCC regularly evaluates certificate and degree programs for currency, quality, and viability through external specialized accreditation reviews and a four-year internal program review process (Criterion 4.A). A systematic timeline, comprehensive procedure, and redesigned self-evaluation packet ensures alignment of program design with institutional goals. Comprehensive approval procedures for curricular changes for programs ensure alignment of program design with institutional goals. Some programs may be required to go through this process more frequently because of program specialized accreditation or external regulatory agencies (e.g., Nursing and Education).

PCC also provides clear steps for students to change their Program of Study (PoS). The Program of Study [webpage](#) provides information for students to consider regarding the potential financial effects of changing the PoS, the suggestion to meet with an advisor first, and ultimately access to a fillable PDF to complete the process. The College provides detailed information to students based on the Course Program of Study (CPoS) [process](#). The Office of Financial Aid and Scholarships reviews a student's course registration to their Degree Audit (MyDegreePlan) to determine the student's enrollment status to be used for Federal Student Aid. Students receive an emailed [template](#) if they are enrolled in coursework that is not considered to be part of their program of study (e.g., below-100 level coursework).

3.A.2 The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

PCC offers credit programs for direct employment and transfer. In CTE disciplines, certificates and the Associates of Applied Science are designed to lead to employment in an area related to the program.

The catalog distinguishes between the learning goals that will be achieved based on a student's future education and/or career goals. Credit hour requirements for each type of degree can be found in the 2023-2024 PCC Catalog. Additionally, the Programs of Study section of the 2023-2024 Catalog presents the course requirements and narrative, including learning goals for each offered degree.

The College Catalog outlines program outcomes, recommended plans of study for each program area, and credit hour requirements and purpose for each certificate and degree. Certificates have common learning outcomes in common with the AAS or associate

degree so that as the student progresses student's attainment level progresses. The common standard syllabi for all courses include course objectives and student learning outcomes, which are linked to institution-wide general education goals (Criterion 3.B.2.) or program outcomes, which are defined at the program level.

Student success and program excellence evolves from purposeful curricular design and practice. As such, Pima CC has implemented the CTE Curriculum Architecture as a unifying form and coherent structure for curriculum design in Career & Technical Education//Workforce programs. Elements of the CTE Curriculum Architecture include:

1. Program Area design and program parameters that maximize student success in terms of access, success, retention, and completion.
2. Clarity of the scope and sequence of programs is provided for students, advisors, and other stakeholders.
3. Parameters for certificate definition (e.g., credit hour ranges for each level of award) and stack-ability.
4. A simplified and seamless architecture built on stackable credentials.
5. Expedite student entry into the labor market in high-skill/high-wage fields for their own gainful employment and meet the needs of area employers via more predictable/stable, demand-driven pipelines.

Transfer programs are designed to match, as closely as possible, the first two years of a bachelor's degree in specific areas of study. Degrees offered are the Associate of Arts, Associate of Fine Arts, Associate of Business, and Associate of Science. The specific course requirements for each program are identified in the College catalog (e.g., [CyberSecurity](#); [Digital Arts](#)). All current clock hour programs have been inactivated, but for prior programs and any future clock hour programs, the course and program learning outcomes are documented, assessed, and tracked in an identical manner to credit programs.

In addition to the broad goals of either employment or transfer, each program has specific learning outcomes. And as demonstrated in the above links, these specific program learning outcomes (PLOs) are listed in the catalog on each program page. For program areas which have multiple awards (e.g., one or more certificates and a degree) the PLOs are differentiated between the different awards.

3.A.3 The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

PCC offers courses in a variety of delivery methods, locations, and lengths of time in order to meet the needs of the students. As such, PCC has a number of mechanisms in place to ensure consistency in courses and programs regardless of where or how the courses are offered.

Curriculum is centralized at PCC rather than being a function of a campus or division. All courses and programs, regardless of modality, go through a review and approval by a number of constituents including the discipline faculty, the College Curriculum Council ([CCC](#)), the Office of Curriculum Quality Improvement, and the Provost. Each course has common Course Learning Outcomes (CLOs) and course outlines, along with the course description. This information can be found in the course catalog (e.g., [WRT101](#)). This content form establishes the district-wide standard for each course used in every section whether it is offered face-to-face, online, through dual enrollment, at an off-site location, etc.

To further ensure consistency across the College, PCC uses standardized syllabus templates housed in Banner (e.g., [HIS147](#)). A work group made up of faculty and academic services staff meets annually to provide feedback to the Provost on how to improve the syllabus templates. All faculty are required to use these established syllabi templates. At a minimum, the templates have the same format and include the approved course title, course description and CLOs, and standard policy language. Typically, the Department Head, but sometimes the Discipline Coordinators review each course syllabi to check for consistency. Divisions provide the syllabi to staff at the Faculty Services and Resource Centers who maintain the copies in a syllabus archive, which is currently a set of Google folders. PCC has purchased a new 3-party tool - Simple Syllabus. Simple Syllabus will integrate with D2L, where each course is already required to post syllabi. Ideally, once implemented and trained, this should improve consistency and monitoring among syllabi, allowing us to push out global changes easily, as well as replace the archive. The tool will be implemented in the Fall of 2023.

We have identified a challenge with additional locations and consistency with syllabi. This should be remedied by required use of the Simple Syllabus program. In the meantime, while we are still using the manual process, we have put procedures in place to collect and monitor syllabi from those sites.

PCC offers many courses online through PimaOnline. The Center for Learning Technology, (CLT) housed within PimaOnline, maintains a standard process for online course development as outlined in the [CLT Operations Manual](#) whose processes PimaOnline Department Heads (PODHs), subject matter experts (SMEs), instructional designers (IDs), and others within the CLT follow to develop “Master courses” based on CLOs and course outlines. All adjunct faculty and the majority of full-time faculty use these Master courses for their instruction, and the Master courses are also used as a foundation upon which more experienced online faculty build individualized courses. Consistency is checked through a final course review process using the [CLT Final Course Review Rubric](#), documented by course maps included in all online Master courses, and in Excel course matrices housed internally within the CLT.

Master course revisions occur every three to five years, depending on various circumstances. Whenever there is a modification to a course description, CLO, or course outline, the PimaOnline Department Head (PODH) overseeing the course submits a CLT project request. Upon review and approval, the associated SME or SMEs will be

assigned to an instructional designer to implement the changes in Master courses for the appropriate effective term.

Pima has been a member of the national and statewide consortium of Quality Matters to identify best practices in distance education programs for many years. While Pima's current rubric and process are modeled on the Quality Matters system, they have been modified for internal use, and several standards have been added from the Peralta Equity Rubric.

Course Quality Review (QR) is PCC's year-round comprehensive review process for fully online courses. Throughout each term, PODHs conduct beginning-of-semester and mid-session course checks ([SOP Course Readiness](#)) for faculty teaching online courses and offer guidance to promote quality online instruction and to ensure alignment with Department of Education standards related to Regular and Substantive Interaction (RSI).

During the QR process for Master courses, the Director of eLearning Quality & Development coordinates with PCC staff and faculty to review (e.g., [WRT101S](#)) the content and design of online courses and to lead faculty discussions of teaching practices in online courses in an effort to promote continuous improvement of the student experience. The PODH and Director of eLearning Quality & Development Instruction work together to:

1. Select courses in each department for QR.
2. Communicate with faculty members about upcoming QRs.
3. Help recruit full-time and part-time faculty to participate in the review process.
4. Attend the faculty deep dive discussions.
5. Evaluate all QR outcomes and review with the faculty member.
6. Create an Action Plan for specific improvements.
7. Ensure course improvements are made.

For distance education classes that include a synchronous component, The Director of eLearning Quality & Development conducts Course Readiness Checks (e.g. [Spring 2023 Hybrid](#)) *need pdf version of this document* of all virtual and hybrid classes each semester and spot checks (e.g., [VET291](#); [ECN201HC](#)) and shares the results with the appropriate division deans for intervention. Concerns about virtual classes in progress can be referred to the Director of eLearning Quality & Development for triage, or services can be requested through email. In addition, faculty teaching asynchronous online classes through PimaOnline are required to complete PCC's TE125, a certification course to teach in D2L ([PimaOnline DH Handbook](#) p. 19, 26).

Dual and concurrent enrollment (DE) programs offer students the opportunity to earn college credit while still in high school. Pima Community College is committed to increasing opportunities for high school students to participate in dual and concurrent enrollment as an avenue to increase college-going and completion rates. Prior to the development of the Dual Enrollment Department in the 2019 academic year, 2,300 students participated in dual enrollment creating 372 full-time student equivalency (FTSE) for the College. In the inaugural year of the department 3,277 students

participated, which increased FTSE to 600, and in 2023 there are now over [5,400](#) (p. 33) students generating 1,080 FTSE.

Following the [Dual Enrollment Handbook](#), DE staff support consistency of course learning outcomes and curriculum by connecting high school teachers with college subject matter experts. Once the Dual Enrollment Department has notified the division of the course offering, Pima faculty, including Discipline Coordinators, Department Heads, and/or Lead Faculty have specific responsibilities for oversight and appropriate review and evaluation of dual enrollment classes. The following list is not exhaustive, but does indicate primary faculty responsibilities for oversight of dual enrollment classes (pp. 24-25):

1. Review and approve syllabi, class materials, laboratory facilities and textbook selection.
2. Ensure dual enrollment instructors are invited to an adjunct faculty orientation session.
3. Meet with dual enrollment instructors at the beginning of each semester to provide an orientation.
4. Facilitate training for faculty to use MyPima and D2L.
5. Discuss curriculum, instructional practice and Course Learning Outcomes (CLO's).
6. Notify dual enrollment instructors of any changes in curriculum and discuss effective instructional practices.
7. Observe the dual enrollment course during the semester and/or year.
8. Ensure dual enrollment instructors are invited to professional development activities available for Pima adjunct faculty.
9. Review high school site classroom/laboratory facilities, as needed.

College subject matter experts preview locations to ensure the environment meets minimum standards aligned with course learning outcomes ([Science Division facility review document](#)). Faculty from the college meet with the teachers before the course begins to review the curriculum, course materials, syllabus and related activities that guide the student learning. Lastly, as dual enrollment faculty are considered adjunct faculty, they are observed and evaluated using the same process (pp. 25-27).

Despite in-place procedures, HLC site visits in February and April 2023 reported several issues with additional sites. The college failed to ensure the CLO assessment process was being completed to the Peer Reviewer's satisfaction, who noted a lack of academic oversight, and unmapped courses to Program Learning Outcomes. As a result of the visit the college has created and initiated an [Additional Site Locations Plan](#). Within the plan, the Provost has outlined three phases to rectify the challenges encountered at several sites. Phase I of the plan addresses the shortcomings with respect to outcomes assessment and includes support from virtual trainings created by the Curriculum Quality Improvement team. Phase II is focused on designing and implementing a single college plan for Additional Sites to include a site-visitation/oversight process, schedule, and accountability log. Phase III discusses the need for a continuous improvement model and including additional sites in the semester assessment day reviews. Additionally, a new director level position was created with primary responsibility of providing a high

level of professional service by advising and educating PCC Academic Departments and other additional location stakeholders on a broad range of compliance matters.

Educational services delivered through consortial or contractual arrangements are done in accordance with [BP 3.37](#), [AP 3.37.01](#), and HLC approval, [such as the Ford Asset Program](#). The purpose for delivering educational services via contract is to meet the needs of the community and business and industry. Service may be delivered at a Pima Community College Campus, a Pima Community College approved multi-site location or at a non-HLC approved external location where any credit programs are delivered less than 50%. Contracts contain location information for service delivery. All faculty teaching credit courses via a contractual agreement meet faculty qualifications; all credit course and program learning outcomes are assessed and documented in eLumen, and Program Review includes contractual arrangements. All courses' hours and locations are scheduled and recorded in Banner. Contract performance data is monitored and tracked by the program, contract services and or grants services (for grant funded contracts).

3.B – Core Component 3.B

The institution offers programs that engage students in collecting, analyzing, and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

3.B.1 The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

The College is dedicated to providing life-long learning to a diverse and changing society. PCC's mission and vision statements (see 1.A.1), influence its educational offerings. In order to progress and eventually graduate, students are expected to demonstrate a set of abilities, commonly termed as goals for student success. Those

goals are exhibited as: General Education Learning Outcomes (GELO), Course Learning Outcomes (CLO) and Program Learning Outcomes (PLO). These core expectations are consistent with the mission, vision, and goals for student success. The five outcomes contained in the GELOs, discussed in 4.B.1.1 and 4.B.2. are included in the following degrees:

The Associate of Arts, Business, Fine Arts, or Science contain the approved statewide general education block called the Arizona General Education Curriculum ([AGEC](#); detailed below) which consists of a minimum of 35 credit hours of general education in the following areas:

1. English Composition
2. Humanities and Fine Arts
3. Mathematics
4. Biological and Physical Sciences
5. Social and Behavioral Sciences.

Students who complete occupational or workforce response degrees, Associate of Applied Arts, Associate of Applied Science, or Associate of General Studies, must complete 18 general education credits within the following areas:

1. Communication
2. Analysis and Critical Thinking
3. Humanities
4. Social Science
5. Leadership and Ethics
6. Computer and Information Literacy

The College clearly articulates the purpose and content of general education requirements in the classroom, in policy, and within the college catalog.

3.B.2 The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Currently, Pima Community College's general education requirements are articulated in the course [catalog](#), on the College [website](#) and through Board Policy [BP 3.35](#). This policy defines the rationale of PCC's general education curriculum as: "all students gain an understanding and appreciation of themselves; their own history and culture; the history and culture of the human species; the principles and impact of mathematics, science and technology; and the principles of effective communication."

The general education program provides a foundation in the following, upon which further studies can be undertaken successfully:

1. communication
2. critical and creative thinking

3. quantitative and scientific literacy and analysis
4. information literacy
5. diverse cultural, historical, and global perspectives

To achieve the College's general education aims, transfer students must complete the Arizona General Education Curriculum (AGEC) framework. The AGEC is a block of 35-37 credit hours of coursework that fulfills the lower-division general education requirements for all of Arizona's community colleges and its three state universities. Based upon their intended university major, students choose from one of three AGEC pathways:

1. [AGEC A](#), which fulfills the liberal arts general education requirements.
2. [AGEC B](#), which fulfills business general education requirements.
3. [AGEC S](#), which fulfills the math and science general education requirements.

For each pathway, students must take coursework in English Composition, Mathematics, Arts and Humanities, Social and Behavioral Sciences, and Physical and Biological Sciences. Within these categories, students must take at least one course that fulfills the "I" or Intensive Writing and Critical Inquiry requirement, one that fulfills the "C" or Cultural Diversity requirement, and one that fulfills the "G" Global Awareness requirement. Some courses fulfill all I/C/G requirements. The Intensive Writing and Critical Inquiry requirement is fulfilled by courses taken after completing the first semester of English Composition. Cultural Diversity, or "C" courses emphasize ethnic, race or gender awareness, and Global Awareness courses emphasize global/international awareness or historical awareness. The [catalog](#) indicates which courses fulfill each of the general education requirements, I, C, and G. Further, every student has access to the "MyDegreePlan" planner tool, which shows what courses students have completed related to their program of study, what is needed, and which courses fulfill their I, C, G requirements. In addition to this common set of requirements, students must also fulfill other requirements particular to the AGEC path they are pursuing.

Students who earn an Associate of Applied Science degree intended for direct employment accomplish the College's General Education goals by taking a set of courses distributed across: Communication, Arts & Humanities, Social & Behavioral Science, Mathematics, and Science.

General Education Learning Outcomes

The current [General Education Learning Outcomes \(GELOs\)](#) were developed in 2015 and are reviewed annually, by a committee of faculty, staff, and administrators, and were built on the foundation for general education: to help students to gain an understanding and appreciation of themselves; their history and culture; the history and culture of humanity; the principles and impact of mathematics, science and technology; and the principles of effective communication.

1. Effectively communicate information, ideas and/or arguments appropriate to the audience and purpose.

2. Identify and investigate problems and develop creative, practical, and ethical solutions by evaluating information and using appropriate methods of reasoning.
3. Use mathematical and scientific processes, procedures, data, or evidence to solve problems.
4. Locate, evaluate, and use information from diverse sources in an effective and ethical manner.
5. Demonstrate understanding of the values and influence of diverse cultural, historical, and global perspectives.

Looking forward, the state of Arizona adopted Policy Number [2-210 General Education](#) in February, 2021 directing the three state universities to reimagine their respective general education curricula for the 21st century via the [AZTransfer Handbook & Policy Manual](#). The work of each community college has been compounded by the trifurcation of the curricula. In the past the universities agreed to a singular general education framework (AGEC) but now provides the universities the ability to define their unique general education. Thus, the once singular pathway for community college students now takes on a more complex process. The three universities ([University of Arizona](#), [Northern Arizona University](#), and [Arizona State University](#)) have recently completed the redesign work, and Pima Community College's work to redefine general education began in 2022. The College's team that focused on the general education redesign held a [student session](#) in May 2023, with the college's faculty senate. The session provided context for the redesign, shared faculty feedback data, a timeline for implementation and provided breakouts for discussions on future work. In June 2023, the statewide AZTransfer Steering Committee voted for the following:

The AZTransfer Steering Committee will consolidate the existing Arizona General Education Curriculum (AGEC) structure from three AGEC pathways to one AGEC pathway. Arizona community and tribal colleges will adopt general education categories consistent with the general education programs at the Arizona public universities. The category criteria and associated credit hours will continue to be reviewed and may be refined based on stakeholder input. The redesigned AGEC will be adopted by each institution no later than the 2026-2027 catalog year.

3.B.3 The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

Diversity, equity, and inclusion are embedded into the mission and behaviors of Pima Community College, and this extends to the expectations of its graduates. The 2021-2025 PCC Strategic Plan prioritized the development of a Diversity, Equity and Inclusion Plan, which required access, progress, and completion strategies for PCC's diverse learners. PCC's graduates are exposed to a wide range of cultural, social, and ethnic viewpoints throughout their curricular and co-curricular activities. Transfer degrees complete Arizona General Education Certificates (AGEC), and as such are required to complete courses that focus on diversity awareness and contemporary and historical global awareness. Pima's [cultural diversity courses](#) are intended to foster students'

cultural awareness, including an understanding of cultural biases and an appreciation of diverse cultures. The [global awareness courses](#) “help students recognize the need for an understanding of the values, elements and social processes of society other than those of the U.S.” Further, pedagogical practices and co-curricular activities include culturally inclusive and equity-based activities that extend throughout a student's experience at Pima Community College (Criterion 1, 4). Beyond the general education requirements, students can take courses which explore diversity as electives for occupational or transfer programs, or for personal interest.

The College has numerous programs and offices dedicated to diversity and global awareness including its [Immigrant and Refugee Student Resource Center \(IRSRC\)](#), [International Program](#), the [Adult Basic Education for College and Career](#) refugee and citizenship programs, and the Office for Diversity, Equity, and Inclusion (DEI). The DEI office provides both diversity-related strategic planning and co-curricular programming for the college community on the topics of diversity, culture, equity, inclusion, and belonging. DEI officers regularly update the Chancellor's leadership team and Board on milestones achieved to meet the goals set forth in PCC's strategic planning documents, e.g., [March Board Presentation](#), [All College Presentation](#), [DEIP Executive Summary](#). Additionally, the Teaching and Learning Center sponsors professional development and curriculum development activities to foster faculty integration of equity practices, diversity, and global awareness into curriculum (Criterion 1.C.3) and Student Life supports cultural diversity and global awareness throughout its programming (Criterion 1.C.1; 4.B.2.2).

3.B.4 The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

As a community college, PCC's mission focuses on education. Many faculty contribute original scholarship within their fields and the College supports and celebrates their efforts. As well, the College maintains policies regarding copyright and intellectual property to ensure that ownership remains with the faculty creator, while establishing provisions that empower PCC to use their work to help educate current and future students ([BP 6.05](#)).

Here are some examples of the creative work and discovery of knowledge happening at PCC: *All identifying names below are to be replaced with position titles.*

1. Student developed and designed near space experiments in PSY295LB and original research on signal transduction in Euglena in Ann Christenson's BIO181.
2. Faculty and student primary research in finding, identifying and analyzing bird, mammal, and reptile microfossils from a site in North Dakota in collaboration with the [Pioneer Trails Regional Museum](#) in Bowman, ND.
3. Megan Workman and a PCC student co-authored peer reviewed, original research article: Am J Hum Biol. 2017 Sep 10;29(5). doi: 10.1002/ajhb.22999 in 2023
4. Presentation of student research in Jennifer Katcher's courses at a Washington DC [national conference](#).

5. Cori Leonetti published a [paper](#) and organized the CUREs conference in conjunction with other institutions in order to promote the use for science education.
6. Cora Varas-Nelson, Michael Rohrer and Amparo Bayless, Rosemary Ortega, Hiro Tashima, Michael Lich, Chris Will, Mark Nelson, and Karen Byran are all honorably mentioned for scholarly contributions, along with other PCC faculty for programmatic contributions, in this [February 2023 Provost Update](#).
7. The annual [Design Challenge](#) is an opportunity for students and faculty to come together outside a classroom to brainstorm local solutions in social justice and sustainability
8. Honors students - *should connect with Kyley Segers for the final submission*

3.C – Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

3.C.1 The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

Based on the [US Census Bureau](#), the demographics for PCC's faculty and staff are slightly more diverse than that of its service area in Pima County. However, the college's [student demographics](#) are more diverse than faculty and staff. The demographics of the international students may factor into the results since Nonresident alien and Race/Ethnicity Unknown are also taken into account. [BP 2.01](#) states the College's commitment to a diverse community which reflects the population of Pima County. [BP 2.02](#) charges the Chancellor and administration with establishing hiring processes as

well as informing the Governing Board on hiring of all faculty and staff above the director level.

PCC incorporates Diversity, Equity, Inclusion, Social Justice, and Belonging in its mission and behaviors, and is incorporating a diversity strategic plan into the overall College strategic plan.

The previous plan included a goal to improve recruitment and retention of employees from underrepresented populations by creating applicant pools that reflect the diversity of the community. The College developed a [Framework for Full-time Faculty Searches and Hiring](#) based on best equity and diversity-based practices in the industry, including:

1. Training [recruitment](#) and selection teams
2. Unconscious bias training
3. Training on biased versus unbiased questions, and
4. Writing job announcements supporting inclusive hiring practices.

These practices have also been incorporated into [staff hiring](#), standardizing training through the Office of Employee Development (OED). [Diversity, Equity and Inclusion reports](#) for staff hiring data track College progress towards reflecting the community.

The Teaching and Learning Center, OED, and Office of Diversity, Equity, and Inclusion developed an ongoing training with support to create an inclusive environment and sense of belonging. Focus groups from employees, students, and the community were held to understand more about diverse needs within the community.

[Additional training](#) and support around the Americans with Disabilities Act, Equal Employment, Title IX, and related areas are provided through OED. The College is developing initiatives aligned with our strategic plan to create long-term impacts around [Deaf Awareness](#), [LGBTQIA+ Climate & Pride Index](#), [Black Student resiliency](#), and for [Men of Color](#).

3.C.2 The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

As defined in the "[Faculty General Responsibilities](#)" section of the Employee Handbook, Full-time faculty at PCC are responsible for both classroom and non-classroom roles.

The College employs full-time and adjunct faculty to deliver a majority of PCC's courses and uses a Faculty Allocation Collaborative Team (FACT) to look at data to determine what areas need to hire full time faculty throughout the college. As reported on the Human Resources [JPEDS](#) dashboard, in 2022 Pima Community College had 239 Full time faculty and 484 Adjunct faculty.

Faculty and staff are given the opportunity to provide input via the [College Committee Structure](#). These are standing committees that provide input to multiple leaders within the institution, including the PCC Board.

Curriculum Oversight

The College Curriculum Council (CCC) is a PCC standing committee that is charged with reviewing the curriculum, courses, and programs to recommend improvements to the Provost. Faculty have long overseen the College's general enrollment credit curriculum through Discipline Faculty Committees (DFC), ([Discipline Faculty Committee Handbook](#) p. 3-5), and through the CCC. Other curricula include workforce response, clock-hour training, adult education, non-credit continuing education, and community education. To ensure that faculty oversee all of its curriculum, PCC has worked to integrate the other types of curricula into a process that ensures faculty oversight. The [Curriculum Quality Improvement \(CQI\) Site](#) serves as a guide, and the CQI team at the district office facilitates the process of curriculum, assessment and program review. For further information please see:

1. Establishment of academic credentials - Criterion 3.C.3
2. Faculty involvement in assessing student learning - Criterion 4.B.4

Expectations for student performance

Pima's learning goals and general education curriculum support the institution's mission, providing a foundation of broad knowledge both relevant and appropriate for students pursuing certificates and associate degrees ([BP 3.35](#), [AP 3.35.01](#)). The Academic Standards Committee provides recommendations to the Provost/Executive Vice Chancellor regarding quality of academic programs and services, including transfer and occupational programs, student support services and processes pertaining to the College. Expectations, such as mandating all instructors to use the provided syllabus templates that provides the expectations for student learning, including, but not limited to prerequisites, co-requisites, recommended coursework, number of hours spent on course work, mandatory materials, recommended or optional materials, explicitly stated course learning outcomes, course schedule, and grading policy.

Involvement in assessment of student learning

All PCC faculty are involved in the assessment of student learning ([Faculty General Responsibilities](#) p. 2; Criterion 4.B.1). Faculty and staff participate in all levels of the assessment cycle, and Discipline Leaders [oversee academic assessment activities](#) (p12-15). In addition, faculty leaders receive release time for overseeing assessment efforts. Faculty develop student learning outcomes and create instruments to assess outcomes at the general education, program, and course level. Additionally, as explained in Criterion 4 the Student Learning Assessment Workgroup (SLAW) focuses efforts toward collaboration between faculty and staff to achieve consistent assessments in all areas of the college.

Establishment of instructor academic currency

As per [AP 3.01.01](#), PCC follows HLC faculty qualification guidelines and internal equivalency to the faculty minimum qualifications standards to certify faculty for academic transfer positions.

3.C.3 All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

All faculty job descriptions have minimum academic and/or [work-related experience](#) credentials, which are the same for full-time, adjunct, and dual credit instructors. Certification criteria (AP 3.01.01; [FMQR](#) aka The Grid) are established in all subject areas to ensure instruction is carried out by qualified faculty. Criteria are determined by faculty in each subject area, often through DFCs, and approved by the Provost. The FMQRs determine what classes instructors qualify to teach, depending on their degree(s) or credits in a given field. Any faculty teaching any course and modality through the consortium/contractual arrangements must meet the PCC faculty credentials requirements established by the college.

Faculty may be certified in Transfer, Developmental, and Workforce/Occupational classes. Every three years, DFCs review, discuss, vote, and when appropriate, submit revised FMQRs (AP 3.01.01 section 2.1). Revisions, in the format of FMQRs grid, are submitted along with discussion points through the Discipline Coordinator to the Provost. The Provost approves or denies proposed changes within 30 days. Qualifications are assessed to ensure transferability of courses and updated to meet all HLC guidelines ([BP 3.01](#)).

The HLC document Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices Guidelines for Institutions and Peer Reviewers states under Assumed Practice B that terminal credentials require faculty to have the same level as the degree. AAS degrees are considered terminal credentials. This, combined with the experience clause, is the basis for credentialing workforce faculty.

Pima Community College applied for and received [Higher Learning Commission's extension](#) as related to compliance of faculty in dual credit programs. Recognizing the challenge of locating Dual Enrollment Instructors with 18 credits in disciplinary knowledge, PCC has adopted a procedure to ensure DE instructors are meeting minimum qualifications (Criterion 4.A.4.5).

3.C.4 Instructors are evaluated regularly in accordance with established institutional policies and procedures.

The faculty evaluation process has moved to an online portal environment, [MyCareerCenter](#). Department Heads or Deans conduct faculty evaluations.

Full-time faculty are evaluated via either a [Full Cycle](#) or [Condensed Cycle](#) review. A full cycle review occurs every three years; new faculty are reviewed every two years.

Faculty on a performance improvement plan are reviewed on a condensed cycle annually until the plan is no longer in place. All faculty members must submit goals each year via MyCareerCenter to be approved by their Department Head or Dean.

In a full-cycle review faculty complete a teaching and learning demonstration including a peer-to-peer classroom observation or a materials review, a consideration of student evaluations, and a self-reflection form.

In the spring, all full cycle faculty participate in a collegial conference to review goals and evaluations with a supervisor, using a [Faculty Evaluation Rubric](#) for minimum requirements regarding performance as well as teaching and service. A performance evaluation may include completed or ongoing disciplinary action(s) along with the progress/outcome of those actions. However, the [performance evaluation](#) is not a means to initiate [corrective action](#) as stated in the [Employee Handbook](#).

Part-time faculty are evaluated by Department Heads using an [Adjunct Faculty Evaluation](#) form located in MyCareerCenter. On completion the form is uploaded to a central Google folder.

3.C.5 The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles and supports their professional development. Per "Faculty General Responsibilities" (p1), PCC faculty "Maintain currency in practices, trends, and research related to area of specialization or assignment." The College supports faculty professional development and life-long learning in the following ways:

Supporting External Opportunities

Professional enrichment funds ([Faculty Professional Development](#) p. 7) are available to full-time faculty every year so they may stay current in their field and versed in best practices pedagogy. Each faculty member is allocated up to \$1,000 each year, with a cap of \$5,000, that covers coursework, professional materials, memberships, and training, including supplementary costs for such training (books, certifications). It also covers registration fees and travel expenses to workshops, conferences, and seminars that faculty attend or present at. PCC maintains a [database](#) of faculty who take advantage of the funds.

[Adjunct Faculty Professional Enrichment Funds](#) are also set aside to help Adjunct Faculty maintain currency. Adjunct Faculty may apply for up to \$1000 per year from a fund maintained by the Provost Office.

Providing Internal Opportunities

PCC sponsors a variety of ongoing and stand-alone trainings, workshops, seminars, and conferences. For example,

1. All Faculty Day, held each January, is an annual professional development event co-sponsored by Faculty Senate and the Provost's Office.
2. 18 PCC faculty, administrators, and staff presented at and over 60 attended last year's annual Teaching Strategies Workshop ([TSW](#)), a half-day practical & strategies-based event held before the semester begins.
3. 25 PCC employees presented and over 300 attended last year's award winning annual PimaOnline Educators' Conference ([POEC](#)).
4. PimaOnline offers a series of asynchronous courses (the Teach, Build, Lead series) led by PCC faculty and staff to help faculty prepare to teach online courses using a PimaOnline course master, to design proprietary courses, and for the advanced upskilling of teaching in the online modality.
5. Annual Data Summits (Criterion 4.B.1.1; 4.B.3.1) engage PCC faculty with learning outcomes and student success data .

Teaching & Learning Center

PCC hosts an institutionally funded, college-wide Teaching and Learning Center ([TLC](#)) providing faculty opportunities to develop as professionals and contribute to scholarship and the discovery of knowledge. The TLC hosts workshops, lectures, learning communities, cohorts, conferences, provides mentoring, fellowships, stackable [certificates](#) of learning, and other professional development opportunities throughout the year. The TLC operates through the Faculty Affairs office by a team of staff and faculty fellows. Last year over [380](#) unique participants took part in TLC programming and 71 unique participants were awarded out of a total of 133 certificates.

Sabbaticals

Pima offers [sabbatical opportunities](#) (p. 2) to full-time faculty to help foster individual, group and institutional development. The Faculty Professional Development and Sabbatical Standing Committee oversees the Sabbatical Program and the Professional Enrichment Recognition Award. The committee is responsible for:

1. Conducting annual workshops and educational sessions for faculty interested in applying for sabbaticals.
2. Providing non-monetary resources for applicants.
3. Reviewing sabbatical proposals and make recommendations to the Board and Chancellor.
4. Overseeing the formulation of guidelines for this program to ensure compatibility with College goals and policy.
5. Determining recipients of the Professional Enrichment Recognition Award.

Full-time faculty are eligible to apply for a semester-long sabbatical with full pay, or a year-long sabbatical at half pay, after seven years of employment at the College.

Additionally, PCC supports the discovery of knowledge by awarding mini-grants through the Teaching and Learning Center and PimaOnline to compensate faculty for incorporating [open pedagogy into an online master course](#) include [writing across the curriculum](#) (p2-3) into individual classrooms, for educational [Tech Champions](#), and through initiative-based and supervisory TLC faculty fellow roles (e.g., in [Sustainability](#)).

As professional development is part of a full-time faculty members contractual general responsibilities, full-time faculty are compensated for facilitating, but not participating in, PCC-led professional development events though they do count toward faculty advancement.

3.C.6 Instructors are accessible for student inquiry.

Full-time faculty are [required](#) to hold at least five office hours per week for teaching a 15-hour load during a 16-week semester. Faculty members may elect, with the approval of their supervising administrator, to hold up to 20 percent of their office hours using an electronic format. Adjunct faculty are [expected](#) to make themselves available 20 minutes per week per credit hour to students.

Faculty members who teach a load that includes online, hybrid, or other formats requiring extra electronic communication may elect to hold a proportional amount of additional electronic office hours, up to 80 percent, with the approval of the supervising administrators. If a faculty member chooses one of these options, then such hours may be offsite, they do not have to be designated hours, and they require response to student emails within 24 - 48 hours during the work week.

All full-time and adjunct faculty have PCC email accounts through Google Gmail and list office phone numbers (if applicable) and email addresses on their syllabi.

3.C.7 Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

The college encourages and provides opportunities for [Staff Professional Development](#) funding for all staff who wish to attend local, regional and national educational training opportunities. Membership in Professional Associations is both encouraged and supported. Educational assistance is also available to those who apply. PCC offers tuition waivers for employees, their spouses, and qualifying children as an additional employee benefit. The College provides education and training whenever new regulations are mandated, new policies are enacted, or new technologies are introduced or updated.

All staff positions at Pima College meet employment guidelines ([AP 2.02.01](#)) through job postings and job descriptions. Staff are likewise hired according to district-wide standards. Candidates for positions are screened for meeting minimum job qualifications and evaluated according to the core competencies for the job. Candidates must also provide evidence of educational credentials and pass a background check. All new employees attend orientation and on-boarding. Internal training through the

Organizational Effectiveness & Development Office (OED) offers opportunities for staff development in Pima policies, leadership, supervision.

All [Student Services staff](#) are provided training and supported in their professional development through a model that cross-trains in financial aid, advising, records and registration, customer service, and co-curricular activity during regularly scheduled weekly training sessions. Training for Title IV, Veterans Services, Title IX, and Clery are also completed annually to assure adherence with federal compliance ([BP 2.18](#), [AP 2.18.01](#)). Title IX training reports can be run by OED. All employees are required to complete the Title IX training upon hire. A refresher Title IX training course is required every two years. ([BP 5.10](#), [AP 2.03.01](#) p. 25) In addition:

1. Tutors attend [CRLA](#) training to become certified.
2. Financial Aid Advisors provide specialized financial aid advising services and the majority hold college degrees.
3. Academic Advisors, including counselors and program advisors, are providing assigned advising to student caseloads. All Counselors hold master's degrees. Program advisors are assigned to the academic divisions and all program advisors hold a bachelor's degree or higher.
4. Co-curricular activities staff, including student life coordinators and program developers provide co-curricular programming and support to students. All Student Life Coordinators and Program Developers have a bachelor's degree or higher.

3.D – Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

3.D.1 The institution provides student support services suited to the needs of its student populations.

PCC's Student Services is available to all students in all course modalities (In Person, Virtual, Hybrid, Online) and provides a comprehensive academic and career advising service experience for students defined through the [Connect, Continue, Complete approach](#). This approach is an intentional, and holistic student support services model

including proactive advising through enrollment campaigns and student outreach by assigned advising teams.

[Advising](#) and [Counseling](#), [Access and Disability Resources](#), [Student Life](#), [First Year Experience](#) programming, [Financial Aid](#), [Military and Veterans' Services](#), [Testing](#), [Library](#), [International Program](#), [English as a Second Language \(ESL\)](#), and [Learning Center/Tutoring Services](#) are available to students across times, locations, and modalities. Student services address a wide range of needs for a diverse student population. The College employs a variety of full-time advisor staff to provide enrollment, career, and program specific advising as advising students accurately is a key component of student success. Additionally, full-time faculty are responsible for advising hours which may be completed in a variety of ways, all of which are intended to increase student success through interactions outside of the classroom. Veteran's Services and Financial Aid provide specific advising services related to students seeking assistance for those services. To ensure access, a variety of options are provided:

1. [Student Service Centers](#) offer full-time, in-person and virtual, college-wide enrollment advising hours. The College also provides general student service support virtually, 24 hours, 7 days per week.
2. [Financial Aid Services](#) are located at each campus within the student service centers. Virtual options exist as well to support the student financial aid application process and/or answer disbursement questions. The Office of Financial Aid and Scholarships reviews a student's course registration to their Degree Audit (MyDegreePlan) to determine the student's enrollment status to be used for Federal Student Aid. Students receive an emailed template if they are enrolled in coursework that is not considered to be part of their program of study (this includes remedial and ESL coursework).
3. [Military and Veterans' Services](#) provide veteran-specific advisors at each campus. These advisors support veteran students with Veterans Affairs Educational Benefits and general advising support. Through the College's Davis-Monthan Air Force base center, veterans' advisors work closely with active military personnel, providing tuition assistance support and college advising. The College also maintains designated spaces for active military and veteran students. Computers, tutors, transfer support, and quiet spaces provide veterans essential student success tools for their unique support needs.
4. [Career Development Services](#) are provided in a variety of ways. Employer Engagement and Career Services provides information to search for internships or start a job, and to find workplace learning opportunities. Career counselors assist students in exploring career interests through use of career assessment tools, career research, and planning, including providing resume and interviewing support. The First Year Experience Program hosts collegewide Career Cafes each semester to virtually assist students with building and refreshing job search and career readiness skills including resume and cover letter support, interviewing strategies, and navigating Pima career resources and services. These events are advertised in our student engagement platform, [Pima Engage](#), and provided both in person and virtually, with recorded sessions available on-demand through the [Cyber Career Café playlist](#).

5. Academic Success Counselors provide academic counseling and advising, both in groups and individually. These services are available to provide support for academic and personal challenges as well as offering short term, crisis intervention along with referral to resources internally and externally.
6. [Placement Testing Services](#) are available to students in need as well as guidance regarding [Multiple Measures](#) placement for students who have graduated high school or earned a GED within 5 years from admissions to Pima.
7. Learning/Tutoring Centers offer appointment-based and drop-in tutoring services, on campus and virtual. The PCC Tutoring Website provides specific information about tutoring at each campus. In addition, NetTutor offers live tutoring on-demand, question drop-off, and writing feedback via D2L. Together over 150 subjects are offered, including live tutoring for Math, Writing, and Student Success, with options 24/7, every day of the year.
8. [Access and Disability Resources](#) are available at all campuses and ABECC centers, Aviation Technology Center, and Santa Cruz site in addition to offering virtual services.
9. Library services and resources are available to students, faculty and staff in person at five campus libraries and online. The Library provides access to roughly half a million book, journal and audiovisual titles in physical and online formats. Services include reference help and instruction in all modalities, technology device checkout, group and individual study spaces, a makerspace, and programming, events and displays. Campus libraries are typically open 50 or more hours per week and online collections and services are available 24/7. During the [2021/2022 year](#) the Library provided 20 work study positions at PCC, led over 5400 students through 345 information literacy classes, and answered over 31,600 reference, technology, and general information questions.

3.D.2 The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

PCC has approached working with students in need of targeted academic support and services in a holistic manner with intentional design. As noted in the [2019-2020 final Developmental Education report](#), PCC made a shift from a focus on developmental education to a more comprehensive model of addressing overall student college readiness and student success, and reorganized the areas of oversight for the administrator with this portfolio. Coinciding with the National Organization for Developmental Education's rebrand as NOSS, the National Organization for Student Success, PCC's Developmental Education division shifted from project-based initiatives that incorporated cross-functional implementation teams to supporting operational oversight of several learning support areas.

Additionally, in response to the global pandemic, PCC made a dedicated shift to Online and Virtual course modalities. Other areas within the College Readiness and Student Success division necessitated supporting virtual modality options for students. As a

result, Placement and Testing moved swiftly to adjust the placement process to accommodate the virtual environment; the Learning Centers quickly pooled resources and provided a virtual learning center experience for students that included access to tutors via Google Meets' and the Library was first to be up and running with a live chat feature that connected students not only to library resources but as an early redirect to college services.

Other efforts to streamline holistic support to developmental students included identifying Success Coaches and training and deploying them to serve courses in the last 8 weeks of the Spring 2020 semester in addition to adjusting the College early alert platform, PimaConnect's survey tool, to help identify post-pandemic-return students who were missing mid semester. These efforts are documented in the following reports:

1. [2019-2020 final Developmental Education report](#)
2. [2020-2021 CRSS Division Report](#)
3. [2021-2022 CRSS Division Report](#)

In sum, efforts have continued on improving onboarding processes (placement, just in time educational support), curriculum (alignment with student needs), student support experience (tutoring, advising, and academic success coaching) and the classroom environment including instructional professional development.

3.D.3 The institution provides academic advising suited to its offerings and the needs of its students.

[Enrollment and Program Advisors and Counselors](#) are assigned to students based on the student's [program of study](#) and are available to meet with students at all campuses and virtually. In 2017 the [Guided Pathways](#) model began implementation. The assigned advising model also began implementation and included the components of proactive advising based upon meta majors as part of a national framework. Advisors connect with students via PimaConnect, a case management and Early Alert system, and instructors also use [PimaConnect](#) for EarlyAlert interventions by advising and success coaching teams.

Enrollment and Program Advisors and Counselors are available at all campuses to meet with students providing a variety of advising options to service students' needs including walk-in, same day call back, virtual, [group](#), and appointment based advising services, in addition to on-demand recordings of group advising and program information sessions through our student engagement channel.

In addition [Connect U Orientation](#), required for new to higher education students, is offered in person, virtual-live, and asynchronously via Brightspace D2L. In the year 2021-2022, 953 students participated in live orientations and 1,735 students participated in on-demand, asynchronous orientation.

All enrollment and program advisors and counselors participate in the [Appreciative Advising](#) course through Florida Atlantic University in addition to regular college training to ensure competency with academic advising.

In collaboration with PCC's Strategy, Analytics and Research (StAR) department, [internal research](#) suggests students who received advising persisted at a higher rate (74.0%) than students who did not receive advising (61.1%). In the year 2021-2022, Program Advisors and Counselors provided 13,918 student appointments and Enrollment Advisors provided 11,364 in person appointments and 20,765 same-day, virtual call-back advising sessions.

3.D.4 The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

PCC provides crucial [infrastructure](#) to advance teaching and learning at PCC, for our students, and for our community.

Library

Highlighted above, the Library serves a vital role in information literacy and information exchange PCC. Interlibrary loan, reference services, and Ask a Librarian live chat, in addition to certain [technology](#) loans, campus space reservations, and benefits such as [Culture Passes](#) support college employees and students alike.

Teaching And Learning Center

As the central hub for faculty development in teaching & learning at PCC, the TLC contributes to a culture of exceptional teaching. Though lacking a physical location outside the Faculty Service & Resource Centers (FS&RCs), the TLC offers both virtual and in-person professional development opportunities for all faculty and instructional staff. (Criterion 3.C.5, 1.C.3)

Computing Resources

The College provides [Computer Commons](#) at each of the five campuses. Students may use these technological hubs to access their student portal (MyPima); check college email, utilize Microsoft Office products, print documents, and conduct research. All computer commons are equipped with PCs and printers. The PCs have a range of accessibility software, including JAWS, ZoomText, FSReader, Read & Write. Additionally, students may request loaner laptops from the library. These laptops are equipped with the necessary software resources available to students in the Computer Commons.

In addition to college-wide commons, other state of the art resources exist at the [East Campus](#). The Makerspace is a high-tech educational playground designed to build and expand upon students' creative and technology skills, including use of a 3D printer. The East Campus Cyberwarfare range, operated in partnership with the Arizona Cyberwarfare Range, is a live-fire cyberwarfare range, which gives Information

Technology students the experience of seeing and managing actual threats in real time and provides a free and open environment to augment cyber security resources in Arizona.

Scientific Laboratories

There are thirty-eight integrated lecture and laboratory spaces regularly scheduled throughout the academic year at the five campuses, along with eight spaces currently being renovated for a total of [forty-six spaces](#). The renovated spaces will be state-of-the-art integrated lecture and laboratory spaces for biology, chemistry, organic chemistry, and microbiology. Astronomy, biology, chemistry, food science & nutrition, engineering, geography, geology, and physics are scheduled throughout the current laboratory spaces.

Health Professions Laboratories

Dedicated labs and integrated lecture and laboratory spaces are regularly scheduled throughout the academic year at the West and Desert Vista campuses for all Health Professions Programs. The college is currently in the process of constructing a Center of Excellence in Health Professions (CoEHP) that will double the general Health Professions Skills Lab capacity of the division and include new, state of the art integrated lecture and lab spaces for Surgical Technology, Respiratory Care, Medical Lab Technology, Clinical Research Coordinator, Pharmacy Technology, and all nursing programs. The general Health Professions Skills Labs will be reconfigurable for various uses. Currently, the Health Professions utilize 13 high fidelity simulations manikins. Additionally, the CoEHP will include a 9 bay simulations lab with approximately 24 high fidelity manikins. The Health Professions Division currently utilizes 24 zSpace 3d laptop platforms for instruction along with an Anatomage Table. The CoEHP will expand the use of instructional technology by adding VR headsets, 2 SynDaver models, a dedicated anatomy lab and an XR black box space which can be configured for use with multiple AR and VR technologies.

Health Professions Clinical Sites

Clinical sites play a critical role in higher education, particularly in healthcare education. Clinical sites play a significant role in demonstrating PCC's commitment to providing high-quality education through experiential learning and practical application of knowledge. Clinical sites serve as extensions of the classroom where students apply theoretical concepts in real-world settings. These sites are essential components of PCC's commitment to delivering high-quality education that prepares students for successful careers. The role of clinical sites is particularly relevant to Criterion 3 as they directly impact the quality of teaching and learning experiences, the resources available for such experiences, and the support provided to students as they navigate their educational journey.

Description of Clinical Sites

Clinical sites are off-campus locations where students engage in practical, hands-on learning experiences that complement their academic coursework. These sites serve as a bridge between theory and practice, enabling students to apply their knowledge and skills in real-world settings. The clinical component of PCC's programs ensures that students gain valuable experiential learning, professional development, and exposure to the challenges and opportunities within their chosen fields.

Purpose and Significance

Clinical sites are vital to the PCC's commitment to providing a well-rounded education that prepares students for success in their careers. These sites offer students the opportunity to:

1. **Apply Theory:** Clinical sites allow students to put theoretical concepts learned in the classroom into practice. This helps reinforce learning and enhances students' understanding of complex topics.
2. **Develop Practical Skills:** Students gain hands-on experience and develop essential practical skills necessary for their future professions. These skills may include patient care, classroom management, counseling techniques, research methodologies, and more.
3. **Learn Professional Etiquette:** Interacting with clients, patients, students, or other stakeholders in real-world settings teaches students how to conduct themselves professionally and ethically.
4. **Gain Exposure:** Clinical sites expose students to a diverse range of situations, populations, and challenges, fostering adaptability and cultural competence.

Variety of Clinical Sites

PCC collaborates with a wide array of clinical sites to ensure that students experience diverse and comprehensive learning opportunities. These sites include, but are not limited to hospitals, clinics, rehabilitation centers, and private practices where students in healthcare-related fields can gain hands-on patient care experience under the guidance of licensed and/or certified professionals. Additionally, PCC runs a fully functional Dental Clinic to provide clinical experiences for the Dental Sciences Programs. The Dental Clinic experience is overseen by licensed and practicing Dentists.

Clinical site experiences include patient bedside practice (long-term care facilities, rehabilitation facilities, hospital patient floors, etc.), Critical Care Units (ICU, Emergency Room, Operating Room, Labor and Delivery, etc.), Imaging Suites, Medical Labs, private practice, community clinics and specialty practices. The clinical site conditions are governed by affiliation agreements between PCC and the clinical institutions.

Collaboration and Monitoring

PCC maintains strong relationships with clinical sites through ongoing collaboration and monitoring. We ensure that the experiences offered align with our educational goals and standards. This includes:

1. **Site Selection:** Careful selection of clinical sites to ensure they align with program objectives and provide meaningful learning experiences.
2. **Site Supervision:** Ensuring that students are supervised by experienced professionals who provide guidance, mentorship, and regular feedback.
3. **Assessment:** Regular assessment of student performance at clinical sites, incorporating feedback from both students and site supervisors to enhance the learning experience.

Continuous Improvement

PCC is committed to continuous improvement in the clinical education programs. Feedback from students, faculty, and clinical site supervisors is actively sought and used to refine the curricula, enhance the quality of learning experiences, and strengthen the partnerships with clinical sites.

Clinical sites are integral to PCC's mission of providing a comprehensive and practical education. Through these sites, students gain the necessary skills, experiences, and professional ethics to excel in their future careers. PCC's commitment to maintaining effective clinical partnerships contributes significantly to the success of PCC's students and the overall quality of the healthcare programs. These sites exemplify the institution's dedication to providing quality education, leveraging resources, offering robust support systems, and aligning experiential learning with our mission and goals. Through PCC's commitment to maintaining effective clinical partnerships, the clinical sites contribute to the comprehensive educational experience that Criterion 3 aims to promote.

Additional Learning Laboratory Spaces

The Communication Academic Division is responsible for establishing [American Sign Language \(ASL\) labs](#) at various college locations. The East, West, and Northwest campus all host dedicated ASL Lab spaces. The Technology Academic Division has established an [Automotive Technology Lab](#) for students to complete weekly required additional hands-on learning assignments.

Centers of Excellence

In close partnership with business, government and community leaders and stakeholders, PCC developed academic Centers of Excellences ([CoEs](#)) to provide high-tech training and reskilling of both new and incumbent workers and contribute to the overall economic vitality of Pima County and the surrounding region. Centers of Excellence have been identified for Applied Technology, Aviation Technology, Health Professions, Information Technology/CyberSecurity, Public Safety, Hospitality

Leadership, Science and Engineering, and Arts and Humanities. Many of these Centers have dedicated learning labs and facilitate community partnerships, such as the living lab and FIT lab at the CoE in Applied Technology, Demonstration Kitchen and Amphitheater at the CoE in Hospitality Leadership, and the CoE in Health Professions highlighted above.

Center of the Arts

The [Center for the Arts](#) is part of a group of buildings which includes the 425-seat Proscenium Theatre, the 75-plus-seat Black Box Theatre, and the 75-plus-seat Recital Hall. It also includes the [Louis Carlos Bernal Gallery](#). The Pima Arts Division utilizes these venues to produce exciting drama, comedy, recitals, performances, exhibitions and more. The Center for the Arts also [rents fully-equipped spaces and support services](#) to the community for performances, ceremonies, keynote speakers and seminars.

The Archaeology Centre Artifact Repository

The Pima Community College [Center for Field Archaeological Field Training](#) (PCCAC) established an Arizona State Museum-approved archaeological repository in 1976 and has maintained it since that time. The repository provides students hands-on training and experience with a wide range of artifacts and curatorial procedures. The repository also allows PCC to curate the artifacts and records produced by PCC Archaeology classes and community partnerships in an affordable manner, bypassing curation costs charged by other institutions. Additionally, the repository provides research opportunities for students and the archaeological community; artifacts and records are available for study through coordination with trained Archaeology Centre laboratory personnel who provide repository access to students and professionals.

[SURVEY - Criterion 3 DRAFT](#)

Please click survey link after review of Criterion 3 DRAFT