![PimaCommunityCollege logo]

Please click survey link after review of Criterion 4 DRAFT

Criterion 4 - Teaching & Learning: Evaluation & Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A – Core Component 4.AQuality of Educational Offerings

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

4.A.1 The institution maintains a practice of regular program reviews and acts upon the findings.

PCC regularly evaluates certificate and degree programs for currency, quality, and viability through external accreditation reviews and a [four-year](#) internal [program review process](#). A [systematic timeline](#), [comprehensive procedure](#), and redesigned [self-evaluation packet](#) ensure alignment of program design with institutional goals as well as encompasses evaluation of the Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs).

The Office of Curriculum Quality Improvement (CQI) compiles and distributes three academic years of information, collected and housed in eLumen, for [persistence, retention, and completion](#), and [labor market data](#) for programs in review. Information from the program [advisory committee (p. 3-4) and program specific data (p. 1)](#) are used to inform quality improvement initiatives identified during program review. Deans review trend data, with faculty input, to determine the vitality of programs. Decisions on marketing needs, program mergers, and possible teach-out strategies are also informed by the data, faculty experience, and community needs.

Proposals for new programs, as well as periodic program reviews, include analyses of market needs and career opportunities available for students within each program. As noted above, PCC regularly responds to data, particularly enrollment and completion figures, to address the viability of its programs. According to PCC Administrative Procedure 3.25.05, a variety of actions can occur within the process of program review: documented improvement plan, funding provided, funding withheld, inactivation or program mergers.

As a result of program review, several results have ensued:
1. Inactivations: fashion design certificate, mechanical designer/CNC programmer certificate, and Social Services, Substance Use Disorder Specialty certificate.
2. Mergers: Elimination of approximately fifteen Associate of Arts concentrations due to lack of enrollment or the specified courses not meeting the needs of students transferring to different institutions.
3. Improvement Plans: Therapeutic Massage was provided [$5,000 in advertising funding](#), as requested, to see if it can increase the viability of its program. If it does not, the program is slated for inactivation starting in Fall 2025.
4. Funding provided: [Truck Driving's program review](#) showed a need for a [new truck](#) and their goals were tightly tied to institutional goals.
5. New programs: [Surgical Technology - AAS](#) and [Nondestructive Testing certificate](#) were identified as needed.

PCC ties assessment to strategic planning and budgeting by identifying areas of program review that need improvement. Program review initiatives are funded through one process whether they are capital expenses or, for more expensive items, under a capital request.

CQI solicits annual [feedback](#) from stakeholders regarding their experience with Program Review for continuous quality improvement. For example, one request from the 2021-2022 survey was to include the PLO assessments with program review. This was accomplished in the 2021-2024 [program review cycle](#). This feedback provides transparency and accountability in the program review process and will be systematized by using Curriculog in the Fall 2023. This system identifies the components and teams responsible for each component and provides clear timelines, including deadline reminders, until the program review is complete. All PCC employees who may have questions about a specific program review can access Curriculog.

A recent continuous quality improvement made for program review is the incorporation of a [program recommendations team](#). Their charge is to "Examine the program review materials including input from the relevant faculty and dean" and "Assess the program in the context of current performance, local industry needs, transfer alignment, and the median earnings/demand related to employment opportunities." The process indicated for this program review process listed above is labeled "Program Recommendations Team (PRT) reviews Program Review." A process map describing what that process looks like when Program Review reaches this step can be found here: [Program Recommendations Process Detailed Process Map](#).

During the 2022-2023 academic year, PCC did not adhere to our regular program review cycle due to miscommunication of timeline needs by CQI. In response, a new [Dashboard](#) was built into the warehouse to now be fully automated; this will result in quick and easy access to consistent data for all programs. During this year CQI focused program review on programs that were struggling from enrollment, persistence, retention, and completion perspectives.

4.A.2   The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

PCC accepts transfer credits from regionally accredited institutions of higher learning, as well as foreign transcripts that have been evaluated by an approved foreign credential evaluator. PCC also [accepts credit through assessment of prior learning](#).

PCC accepts transfer credit from articulated programs in accordance with [Board Policy (B.P.) 3.21](#) and [Administrative Procedure (A.P.) 3.21](#). PCC's Registrar Office evaluates transfer credit individually and course-by-course for a student's stated Program of Study and, in some cases, will not offer credit for their entire academic history. Transfer credit

is not awarded for courses completed at institutions that are not regionally accredited. When necessary, the services of appropriate third parties are used to evaluate international transcripts.

If a student wishes to transfer coursework from other institutions, the coursework must appear on official transcripts mailed or electronically delivered directly from the source institution to PCC's Registrar Office. PCC evaluates all the credit that it transcripts, including experiential learning or other forms of prior learning. The institution has procedures that assure the quality of the credit it accepts in transfer (A.P. 3.21.01, Section 3).

Current and prospective students may access information regarding the transfer credit evaluation process, including evaluation of experiential and prior learning assessment, through PCC's "Transfer to Pima" webpage and in the College Catalog. Beginning in fall 2018, the College added associated fees for experiential transfer credit.

4.A.3   The institution has policies that ensure the quality of the credit it accepts in transfer.

All transfer credits applied to a student's record are evaluated by trained staff members of the College's Registrar Office. The College has policies that assure the quality of the credit it accepts in transfer. These policies, in particular A.P. 3.25.02, clearly outline the number of credits a student must complete at PCC. The Registrar then determines which credits are accepted based on the review, as discussed in 4.A.2. All students must complete at least 15 credit hours of coursework at PCC to graduate with an associate's degree, and six credit hours for a certificate: no exceptions.

In addition to policies for CLEP, articulation agreements, military and experiential or prior learning assessments (AP 3.25.01), PCC awards credit for transfer courses completed at regionally accredited institutions and from public and private post-secondary colleges and universities.

General education courses appear on the statewide Arizona General Education Curriculum (AGEC). AGEC is statewide curriculum that satisfies the lower-division general education requirements for all Arizona public universities and colleges. The AGEC assures that students who transfer from one state college or university to another will receive credit for general education courses at the receiving institution.

4.A.4   The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school

students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Prerequisites

The full-time faculty are responsible for determining the pre-requisites in their programs. A college-wide team, the Discipline Faculty Committee (DFC), (p2-3), are comprised of discipline faculty charged with determining appropriate prerequisites for new courses, review programs to address specific identified needs, and revise and vote to approve alterations to existing prerequisites.

At the course level, the college clearly labels prerequisites on each course in the College catalog. Prerequisites are enforced using the College's student information system. When necessary, the modification of course prerequisites occurs using the course modification approval process through the curriculum management system.

Course Rigor

As previously stated, Pima adheres to the Arizona General Education Curriculum guidelines. Faculty, through DFC work, initiates considerations for additions, deletions, and modifications to curriculum in response to regular General Education Learning Outcome (GELO), PLO, and CLO review, course materials review, in response to Statewide Articulation Task Force (ATF) participation, and/or shifts in industry standards.

CQI reviews all changes to courses, and as part of that review, ensures that courses meet rigorous college standards. While course content is developed and proposed by subject matter expert faculty, CQI evaluates courses based on broader criteria and their impact. Those criteria are published in the Course Guidelines document.

Additionally, PCC requires the use of standardized syllabus templates, including the approved course title, course description and CLOs, as well as standard policy language (Criterion 3.A.3).

Expectations for Student Learning

Board Policy 1.6 and AP 3.25.05 explicitly state the College shall have a process for the assessment of credit and noncredit programs and services and assessment of student learning outcomes.

PCC explicitly indicates in the Faculty Handbook (p1-2) that all Faculty are required to participate in the assessment, analysis, implementation of curricular or programmatic change, reassessment of outcomes, and provide documented evidence of evaluation at the course, program, and general education levels including determination of specific outcomes for courses and programs appropriate to their discipline.

And as per [DFC charge](#), discipline faculty maintain the currency of Student Learning Outcomes, involving a process of:

1. identifying/reviewing student learning outcomes to assess
2. creating the instrument for assessment of student learning outcomes
3. assessing whether students are meeting outcomes
4. determining areas to improve
5. discussing how to improve teaching and learning to meet the outcomes
6. implementing recommended improvements
7. reassessing outcomes where changes were made
8. documenting and archiving

Access to Learning Resources.

Library Services

Library services and resources are available to students, faculty, and staff in person at five campus libraries and online. Campus libraries are typically open 50 or more hours per week and online collections and services are available 24/7 via the [Library webpage](#). Annual statistical and narrative reports (2016-2022) detailing the collections, services, programming, and efficacy can be found [here](#). (Criterion 3.D.4.3)

Learning Centers

Learning Centers are available to current students at each campus location, virtually, and through our partner Link-Systems (NetTutor). All Learning Support Services (tutoring) are available to all current students with active student accounts (active A-numbers). This includes all ABECC, dual enrollment, and workforce students. Active students are imported daily from Banner into our tracking systems (AccuSQL and Accudemia) to ensure correct status. The attached document identifies the available services.

1. Each campus location provides unlimited drop-in services Monday-Friday. Two campuses offer services on Saturdays. Operational hours and locations are found on www.pima.edu/tutoring; there are also widgets with links embedded in Brightspace D2L on the homepage and on each course page.
2. Virtual services are available through our Virtual Learning Center by appointment Monday-Saturday. Links to the scheduling software are available on www.pima.edu/tutoring and through links in Brightspace D2L on the homepage and in individual course pages. Students may make use of unlimited services, though must schedule appointments one week in advance and for 75 minutes at a time.
3. Link-Systems (NetTutor) online tutoring services are available to all current students. There are direct links to Link-Systems (NetTutor) embedded within Brightspace D2L via a direct link widget both on the Brightspace D2L homepage and their individual

class course pages. Link-Systems (NetTutor) services are available 24/7/365. Students are allotted ten hours each semester of tutoring through Link-Systems (NetTutor) before they must request more hours through PimaOnline in effort to encourage use of internal options.

Information Technology

IT governs access to College-issued loaner devices via the [SOP Mobile Device Checkout](). Access to College computers is governed by the College's identity access management system. Without a valid account, one is prohibited from logging into a College-owned device. Access to College-systems (e.g., myPima, D2L, etc.) are also governed by the College's identity access management system by way of single sign-on. All software solutions made available to students must be pre-approved by IT to ensure proper security and licensing requirements per the [SOP Software Evaluation and Approval Process]().

<mark>Disability Services</mark>
<mark>Web Accessibility:</mark> (Need info here)

Faculty qualifications, including DE

The [framework for faculty hiring]() was established in 2019-2020 with ongoing adherence established by [Administrative Procedure 2.02.02](), which went through a revision process in 2023. If needed, there is a process for [off-cycle faculty approval]().

Dual Enrollment

Dual enrollment faculty are selected and hired by each individual high school and/or school district. They are required to meet minimum qualifications for both full-time and Dual Enrollment adjunct faculty that are the same and are based on course classification. Using the approved extension from the HLC, many Dual Enrollment faculty are working through written and approved plans that include taking graduate level courses in their discipline by working toward full qualifications by the September 1, 2025 deadline (Criterion 3.C.3).

Minimum Certification Requirements

[The certification requirements]() (p. 23) for all faculty will vary depending on the content area; especially, in instructional areas associated with Career and Technical Education (CTE), but generally, academic content areas require the following:

1. A Master's degree in the discipline to be taught or a Master's degree in any discipline and 18 graduate semester hours in the discipline to be taught, or

2. Meet the qualifications applicable for Career and Technical Education (CTE) courses, which vary for each area, but may include:
    a. The same qualifications as those listed for Academic, or
    b. A Bachelor's degree in any field of study, or
    c. A Bachelor's degree in any field and 3 years of direct work experience in the field, or
    d. An Associate's degree in any field and 5 years of direct work experience in the field, or
    e. 64 semester credit hours in the field of study and 5 years of direct work experience in the field, or
    f. An industry-recognized certification in the field of study and 5 years of direct work experience in the field, or
    g. A valid license in the field of study and 5 years of direct work experience in the field.

DE SLO Equivalency

PCC Academic Departments, Discipline Coordinators, and/or Department Chairs conduct site visits of proposed locations prior to course approvals. These visits include discussions with the credentialed adjunct faculty members to review course syllabi, textbooks and instructional materials. Dual enrollment faculty are required to complete CLOs identical to our main campus courses and coincide with our college catalog. After initial approval, follow-up visits are made to the site with faculty on an annual basis.

DE Achievement Equivalency

Although dual credit courses are assessed alongside all of college courses this data has been aggregative until February 2023. Therefore, we are only now able to compare the two populations of students toward greater outcomes & success understanding.

4.A.5   The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Programs with specialized external accreditation, certification or approvals are listed on the College's website and participate in the College's program review process, to ensure program relevance, currency, and viability. These programs pursue such designations for a variety of reasons, including state requirements, meeting the needs of students and employers, and efforts to keep programs competitive in the marketplace. Correspondence from the specialized external accreditors or certifying/approving agencies is housed in the Provost's Office, such as the linked letter from NAACLS demonstrating the institution is in good standing.

4.A.6 The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or

employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Expanded on in Criterion 5.A.2., PCC tracks student progress and outcomes (including graduation and transfer) using a number of methods. Our primary student success system is the Voluntary Framework of Accountability (VFA), which is embedded in the mission fulfillment framework and permits comparisons with a national cohort of colleges. This system provides data on students' one and two-year progress and six-year outcomes, which are monitored by the College to identify areas of weakness and opportunities for improvement. Comparison reports for PCC and other state community colleges are also analyzed (e.g., first year performance of PCC students vs all Arizona students and new transfer graduation rates for PCC students vs all Arizona students). These metrics were embedded in the strategic planning process (Criterion 5) and from KPIs (waiting on final report) within the 2021-2025 strategic plan. In addition, PCC uses employer feedback, internal college reports, and third-party reports to determine success.

Each area of the College also monitors student outcomes along the PCC pipeline, including grade distribution (e.g., fall grade distribution), course completion rates (e.g.,, fall 2022, by race/ethnicity and other socio-demographic characteristics), persistence and retention (2021 starting cohort, 2022 starting cohort), and completion (multi-year trend report, which includes credit and CTD completers and examples for specific programs) as well as the comprehensive suite of Voluntary Framework of Accountability (VFA) metrics for progress and outcomes at the two-year and six-year marks. Strategy, Analytics, and Research (StAR) have administered a Graduate Survey for many years. These alumni provide the College with information about their careers and educational status, and how well PCC prepared them to reach their intended goals. Some programs have an active Advisory Committee that provides feedback on the curriculum from an industry perspective. PCC employs many adjunct faculty who share current industry experience with students and fellow faculty.

Students provide feedback about program quality through course evaluations, which are reviewed by program faculty and their supervisors on several levels as an instrument to measure effectiveness and improve program quality. Some career and technical education programs (CTE) have developed concurrent enrollment programs (CEP) with regional universities. This is unique to the State of Arizona and has become a model for other states across the nation. CEP programs require the alignment of curriculum and outcomes in a way that allows articulation into a higher degree program while completing an associate degree. Students who complete the CEP program receive an associate degree (from PCC) and their baccalaureate degree, or some master's degree credits, from the partner university, for returning baccalaureate students. One such a partnership in CTE programs, is for an applied science and baccalaureate degree in nursing.

PCC's advisory committees are essential for the development of high-quality programs. Such committees focus on key performance indicators, including program curriculum and instruction, employability, credential attainment, and strategic planning for programs.

Advisory Pima Community College District meetings are held at least once a year. A new Advisory Committee regimen was implemented starting in the fall of 2018 based on extensive revision of policies and procedures (i.e., new Handbook), as well as training on "Best Practices in Advisory," and greater incorporation and leadership by business and industry at meetings. Meeting minutes, agendas, training sign-in sheets, and committee membership lists are archived. Additionally, PCC recently began focusing on improving advisory committee structure, participation, and seeks standardization across the College, e.g., hiring an Automotive Education Consultant Specializing in NATEF/ ASE Accreditation that provided training and development for administrators and key personnel who participate in advisory committees.

4.B – Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

4.B.1   The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

Academic Assessment Processes

PCC maintains practical, transparent processes for assessing General Education, Program, and Course Learning Outcomes under the purview of CQI and enacted through the eLumen assessment management system.

Toward the mutual goal of assessment compliance and culture, and in collaboration with CQI, the Student Learning and Assessment Workgroup (SLAW) organizes and facilitates Student Learning Outcome (SLO)-related professional development and data review opportunities at the college. Fulfilling its mission and consisting of representative faculty, CQI staff, and a Dean, SLAW collaborates with CQI and other assessment-oriented committees and stakeholders to provide feedback on institutional assessment practices,

assist with the SLO review process, and coordinate college-wide assessment-related professional development opportunities.

GELO Assessment Processes

PCC's five GELOs are appropriate to the [College's Mission](#) and available in the [college catalog](#). GELOs are assessed indirectly through the [mapping](#) of course learning outcomes (CLOs) to eleven Association of American Colleges & Universities (AAC&U) VALUE rubrics in eLumen; discipline faculty are responsible for establishing and maintaining the mapping and when courses or CLOs are changed mappings must be reviewed by the discipline. Training on these responsibilities is offered by CQI through one-on-one instruction and video. Each VALUE rubric's aggregated results are faculty reviewed on a four-year cycle. If improvement plans are necessary, the rubric will be reassessed for progress the following year. SLAW, upon review of the data and responsive to college priorities, may elect to review a rubric more frequently.

PLO Assessment Processes

New programs must submit an [Assessment Plan](#) where PLOs are identified. PLOs are assessed indirectly through the mapping of CLOs to PLOs in eLumen. Discipline, program faculty are responsible for establishing the mapping and maintaining it. When courses, CLOs, or PLOs are changed, mapping must be reviewed and updated by the discipline; e.g., [Aviation, AAS program mapping](#) and [Early Childhood Education, AAS program mapping](#).

The aggregate results of the PLO data are reviewed annually by the discipline. The discipline leadership may choose which [cycle](#) they review as long as all semesters are reviewed once per academic year (AY) (July 1 - June 31). The review forms are housed in eLumen, and training is available through videos on the CQI website and through appointments.

Disciplines that do not map or review the aggregate PLO results on a yearly basis will have future curriculum additions and modifications placed on hold until they are mapped and reviewed. Division Deans and Discipline leadership will be notified by CQI at the time of the hold and the discipline must notify CQI when the discipline has been brought back into compliance.

CLO Assessment Processes

CLOs are required to be entered for every student of every section of every course in every term through department-constructed rubrics in eLumen. eLumen course rosters are initially loaded at the add/drop date, and class enrollments are refreshed at the withdrawal deadline. Assessments are due one week from the section end date and reminders for completion are circulated college-wide and at a division level.

The aggregate results of the CLO data are reviewed annually by the discipline. The discipline leadership may choose which cycle they review as long as all semesters are reviewed once per academic year (AY) (July 1 - June 31). The review forms are housed in eLumen, and training is available through videos on the CQI website and through appointments.

To encourage participation, disciplines that fall below 90% of sections completed in a term, have full time employees not entering CLO data, or do not review the results, have all future curriculum additions and modifications placed on hold until completed or following a semester of 90%+ completion. For example, Discipline X completed assessments on 8 of 10 sections in spring 2022. X will have all new curriculum modifications and additions placed on hold until 90% of spring 2022 sections are entered or the next term (Summer or Spring) is entered at 90%. Division Deans and Discipline leadership will be notified by CQI at the time of the hold and the discipline must notify CQI when the discipline has been brought back into compliance. This is outlined in the [Course Learning Outcome Entry and Review](#) standard operating procedure within the CQI office.

Co-curricular Assessment Processes

PCC uses multiple processes for assessing [co-curricular learning](#) in relation to GELOs and alongside the PCC Strategic Plan, and makes use of assessment data to help determine funding to mission and strategic plan-related areas of need. As per Criterion 1.C.1, the institution acknowledges that these assessment practices are not centralized; further, each co-curricular area (e.g., Student Affairs, TRiO, Athletics) at PCC is authorized to develop meaningful assessment processes and outcomes for their program and event mission.

Example: Student Life

In 2020-2021, efforts to focus on Student Life Co-curricular activities to support the student success were affirmed by the 2017-2021 [College Strategic Plan](#) and its related priorities to "Ensure equal access to services and support for all students, regardless of whether they enroll in credit classes, adult basic education, center for training and development and continuing education" (p.2), the 2017-2020 [Diversity Equity and Inclusion Plan](#), Strategic Goal 6 (p.17), "Prepare students, faculty and staff to adapt and succeed in a diverse, global, multicultural and multi-ethnic society," and the 2019-2020 [Chancellor Goals](#), "Cultivate an institutional climate focused on equity, diversity and inclusion." With the focus on access, diversity and inclusion, the Student Life Department looked at several programs/events to highlight these initiatives. By mid-Spring semester of 2020, the Student Life Department was operating 100% virtually due to the global pandemic. All programming was offered and conducted in a virtual modality until July 2021. The following Goals, Outcomes, and Continuous Improvement Reporting for 2021-2022 is provided as an overview of selected co-curricular events delivered

during this time. Additionally, through 2021-2023, each year event/program goals, outcomes, and continuous Improvement reporting is available, via the following summaries:

1. [Supplemental 2021-2022 self-report by Student Life Team](#)

2. [Supplemental 2022-2023 self-report by Student Life Team](#)

Beginning in the 2021-2022 academic year, two tools are used in Student Affairs co-curricular activities and continuous improvement. The [Co-curricular survey](#) is provided to students and other event participants via a google form, including faculty, staff, and community members, and the overview of the event [program outcomes and goals](#) is completed by the Student Life Coordinator overseeing the event/program. Events are [advertised](#) in PimaEngage and co-curricular surveys are sent via this platform as well. Prior to and during the 2020-2021 academic year, two tools were used in co-curricular activities and continuous improvement. The Co-curricular survey was given to students and other event participants, including faculty, staff, and community members and the Co-curricular assessment was completed by the program organizer during event preparation.

Student Life annually reviews all Student Life programming during its end of year retreat each May. Discussion and decisions around content are made during the annual retreat and are reflected in the following year's programs. Additionally, during event/program planning, assessment preparation and post-review occurs and reports are available. The [goals, outcomes, and continuous improvement reporting for 2022-2023](#) exemplifies this approach.

4.B.2 The institution uses the information gained from assessment to improve student learning.

Academic Improvement in Student Learning

PCC makes use of GELO, PLO, and CLO data collected in eLumen to improve student learning through regular, institutionalized processes and practices implemented in the 2018/2019 academic year. Multiple years of enacting these processes indicates this system generates a wealth of data that can be used toward continuous SLO and process improvement.

GELO Improvement

As mentioned in 4.B.1.1, PCC's five GELOs are measured by 11 AAC&U value rubrics. These rubrics are built into eLumen, with CLOs mapped to them using an [introduced, reinforced, and proficient scale](#). SLAW members, in collaboration with CQI, host the annual Assessment into Action (AiA) faculty event to review data that is generated

13

through eLumen, situate disciplinary improvement plans, and promote cross-disciplinary discussion about learning outcomes.

AiA, held in the Spring of each year, invites faculty representatives of top-contributing disciplines for each GELO being reviewed that year to attend a multi-hour review event facilitated by CQI staff and SLAW members. Participants review mapping, discuss factors contributing to GELO results, identify areas to address, and develop disciplinary strategies to improve GELO results.

Example: [Quantitative Literacy GELO Assessment Review](#)

Math, Chemistry, Astronomy, Psychology, & Sociology faculty all participated in Quantitative Literacy GELO review ([AAC&U rubric](#)) during the 2021/2022 AiA event, providing a representative example. Though an overall improvement plan was deemed not necessary due to consistent results across data sets at or above thresholds, from the event the following discipline plans were introduced: Chemistry researching the benefits and appropriateness of a 4 category rubric for their CLOs to provide more accurate GELO data, Astronomy considering how existing assessments can better contribute toward mapping, and Math considering additional courses and skills outside calculation being considered in mapping.

PLO Improvement

PLOs are assessed yearly as part of the regular Program Review process. PLOs are measured throughout the curricular length of the program through mapping in eLumen conducted by discipline faculty so that when faculty enter in CLO data, they also contribute to PLO results. In addition, discipline leaders also create a minimum standard for each PLO to help focus improvement discussions and help CQI identify anomalies.

Example: [HIT PLO Assessment Review](#)

The Health Information Technology program review document provides an excellent example of the PLO review process. This review's question and response section indicates that HIT course sections are taught by the same instructor making use of standardized course materials and assessments (course 'masters') to provide consistent grading, and that PLOs consistently range in the high 80s and 90s. Discipline leaders indicate the need to address PLOs consistently in the mid to high 90s to ensure meaningfulness and will do so through meeting with all discipline faculty.

CLO Improvement

As a part of the continuous improvement model for the CLOs, PCC collects data to review and make recommendations for improvement. At least once per year for each program, discipline faculty leaders examine CLO data for each course broken down into specific learning outcomes and measured by discipline-developed rubrics in eLumen. Similar to the PLO improvement process, discipline leaders create a minimum standard

for each CLO that the actual data will be assessed against. CLOs assessed below that minimum threshold are a focus of future discussion for improvement. Additionally, CQI identifies anomalies such as the entire CLO being 100% and follows up with relevant discipline leaders to identify issues with the learning outcomes or the process of assessing them.

Example: [Biology CLO Assessment Review](#)

Biology discipline leadership reviewed assessment data of the BIO 157 course. The data from the previous year was assessed at 50% and the most recent results now show the course reached 69%. Additionally, BIO 202 received similar outcomes by moving from a 47.65% to a more desirable result of 56%. The department attributes this result to reviewing the data, changing the assessment, and rewriting the CLO to produce a better outcome. When reviewing this data, PCC is determining this as a positive indicator that our process is working to improve CLOs for student success.

Co-curricular Improvement in Student Learning

Example 1: The JADE Program

The JADE Program is an exemplar of a co-curricular student leadership development program informed by DEI principles and continuous improvement. Since 2019, including the DEI department in the collaboration of planning and delivering the JADE Program, review of the modality and content of JADE has been part of a continual review process.

JADE began in 2012 as a three-day retreat at the YMCA Triangle Y ranch as an immersion approach to build peer to peer relationships while engaging in critical inquiry into intersectional content topics. The program center's themes of Justice, Advocacy, Dialogue, and Empowerment (JADE) and is a critical component of student leadership development as the next step in Student Life's Student Leadership Development Curriculum.

In 2020-2021, [JADE](#) was redesigned to be delivered virtually to address the need to provide the program amidst a global pandemic. The Student Life Department used Zoom and Discord to conduct the program weekly from October 27- December 1st. Topics covered included the [Race, Power, Privilege e-course](#) (1-3 hours) to supplement program concepts, and several discussions occurred via a private Discord channel. Thirty-five students participated in the 2020 JADE; [Participant feedback](#)and [Pre/Post assessment](#) were reviewed to inform future programming.

In 2021-22, [JADE](#) was co-facilitated with the Student Life Department and the Diversity, Equity and Inclusion Department as an in-person, all day event. Thirty-two students participated and 16 workshops were provided. The after action [staff review](#), and [student feedback](#) included a need to expand workshop offerings around types of disabilities and college resources available for students, as well as recognizing student veterans and

resources and immigrant and refugee students and resources available. JADE pre-survey and post-survey assessment data was also used for future planning.

In 2022-23, JADE was offered as an in-person, all day event, with recommendations from the previous year incorporated into workshop content. PCC's DEI office was a co-collaborator of the event. Forty-two students and facilitators participated in the event and this year an additional part of this training included programming related to the PCC Pride Index score. The students came up with recommendations for concerns expressed in the Pride Index survey. As with previous years, review of pre-survey and post-survey data will inform subsequent year programming.

Example 2: Athletics

A comparison between student athlete attitudes and PCC's GELO rubrics data for Intercultural Knowledge and Civic Engagement shows a discrepancy between what athletes perceive and GELO performance. Though nearly all the respondents felt their experience in athletics contributed significantly to their knowledge, skills, and development when working effectively with others, including with others from diverse cultures, ability to lead, and contribute to the team, opportunity gaps up to 15% in GELO data persist.

In response, the Athletics department intends to contextually address the areas of empathy, attitudes, and openness where 19-33% of athletes are not meeting expectations. Interventions are as follows:

1. As part of the Athletic Department/Team Introduction, student athletes will be provided with targeted activities which give them an opportunity to actively engage with other athletes regarding cultural differences.
2. Student athletes will be introduced to possible civic engagement activities, such as community outreach. Upon completion of a civic engagement activity, they will complete a reflection activity or survey assessing their personal development as a result of their involvement.
3. Student athletes will be given a list of PCC courses that are designated as meeting Cultural Diversity or Global Awareness requirements and meet Humanities, Social Science, or elective requirements within a certificate or degree, with specific courses focusing on minority cultures encouraged.

Example 3: Library Services

In cooperation with CQI, the Library began to annually review data on the effect of library interventions on student performance in SLOs mapped to the Information Literacy GELO across multiple years.

In the first year, the library considered results for Information Literacy, comparing SLOs in sections with single library interventions or with multiple library interventions with SLOs from sections with no library interventions. Correlation was found between students exceeding expectations in the Information Literacy General Education Learning Outcomes and Library interventions in the form of instruction sessions provided by librarians.

In the second year, the Library disaggregated the data to examine student mastery of each of the 5 criteria that make up the AAC&U value rubric for Information Literacy. Once again correlation was noted between students exceeding expectations in the Information Literacy General Education Learning Outcomes and Library interventions except in the area of criteria 5, Access and use information ethically and legally. This seemed to reflect students' ongoing struggles with employing citation styles and avoiding plagiarism. As a result of this review, the following improvements were implemented:

1. Increase the number of course sections that had Library interventions. One of these interventions is to designate Liaison Librarians for the Programs of Study. Liaisons are tasked with developing rich relationships with instructors in order to foster collaborations and to encourage Librarian involvement in courses.
2. Develop and improve upon the instructional tools and self-help resources we offer on this topic, including the Library's Research Guide, FAQs, and tutorials on Citing Sources.

4.B.3 The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Academic Assessment Good Practice and Substantial Participation

PCC assessed CLOs in over [90% of sections since 2019](#). Almost all areas are assessing program and general education learning outcomes and have improvement plans in place, however there are areas to address, as stated below. Further, the Teaching & Learning Center hosts ongoing training and workshops related to assessment, as incentive offers a three-tiered Continuing Education Unit model Certificate, "Improving Teaching & Learning through Grading, Assessment, & Use of Data," and has hired a Equitable Assessment faculty fellow to coordinate faculty-driven assessment engagement. And as mentioned, disciplinary representatives of SLAW meet monthly to improve assessment practices and host the annual Assessment into Action event when faculty review GELO data and determine action plans.

SLO Improvement: Areas of Opportunity

Despite the quantity of data available and the established procedures to review it, SLO assessment challenges remain. Exemplified above, GELO achievement scores are almost always above threshold, and routinely CLO and PLO review results in 100% (or near) meeting or exceeding expectations. These results point to the need to review both outcomes and assessment practices & attitudes to generate more meaningful data. Initial [recommendations](#) were made by the SLAW team in collaboration with CQI and Discipline Deans, anticipating revisions to the General Education program at PCC will open up additional opportunities to improve.

Particularly at a site location level, SLO data disaggregation has been challenging or impossible. Beginning February 2023, PCC is now able to disaggregate GELO data toward a comparison of campus and Additional Site Locations and works to universalize the practice; further workarounds have been found to disaggregate data to better understand and address opportunity gaps present across student demographics.

Additionally, there is ongoing discussion about the appropriateness of disciplinary focus for assessing General Education categories versus a college-wide plan. Anticipating changes to state-wide articulation and entering into a college-wide refresh of PCC's General Education curriculum, members of SLAW, CQI, and the Deans' Student Success committee responding to the 2022/2023 Provost Goal #1: Improve Data Use in Academics are working toward:
1. Reevaluating GELOs with AGEC & General Education changes in mind.
2. Including mechanisms for the evaluation of the General Education program as a whole.
3. Designated calendar dates for SLO data review.
4. Targeted development of and support for department leaders.
5. Holistic, institutionalized examination of SLO data with other student success data and reflecting institutional priorities for learner success, retention, persistence, and completion.

Co-curricular Assessment Good Practice and Substantial Participation

PCC's Co-curricular assessment practices rely on strong connections to GELOs, the Strategic Plan and Achieve60AZ, and college-wide initiatives such as Diversity, Equity, and Inclusion and the Climate Action and Sustainability Plan (CASP). Multiple departments, i.e., the Athletic and Student Services Departments have used multiple methods to collect data on the services provided. Achieving the goals set forth in the 2021-2025 Strategic Plan strongly influences the activities provided to students.

Areas of Opportunity

In addition, as part of the General Education redesign a PCC team is participating in the American Association of Colleges and Universities Institute on ePortfolios. Through its participation in the Institute, PCC aims to increase the coherence of its General

Education program with co-curricular offerings and improve the quality of our assessment. In fall of 2023, a group of faculty will be assembled to pilot the use of ePortfolios beginning in the spring of 2024. Over time, the institution expects to scale the use of ePortfolios to all of general education.

PCC recognizes that a more cohesive approach to co-curricular assessment is necessary. As stated above, data is being collected but may not be utilized strategically. For instance, a partnership between the academic and student services areas to promote persistence and retention via Guided Pathways is currently being undertaken. Faculty will be advising students.

4.C – Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

4.C.1: The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

Specific targets for student retention, persistence, and completion are outlined in PCC's 2022-2026 Strategic Enrollment Management Plan (SEMP), (will add when available). and are used in the analysis of discipline-specific enrollment, persistence, and retention.

The SEMP Council, a cross-functional group of individuals from various departments and functions within the College, analyzed data from internal reports such as the Award Trend report, Retention and Persistence report, and VFA One and Two Year Progress Measures report to help set institutional targets and framed priorities within the context of the statewide Achieve60AZ action plan.

The [Program Viability Awards Report](#) includes a dashboard so that data can be analyzed using various parameters and organized by discipline. Targets for persistence and retention include a one percent annual increase between 2022 and 2026. For completion, PCC has set out to increase completer counts from 3,643 in 2019-2020 to 6,000 by 2024-2025. The completion goal is also in PCC's [2021-2025 Strategic Plan](#). PCC's dedication to student persistence, retention, and completion is a testament to its mission to empower every learner, every day, for every goal.

PCC continues to review its program offerings to assess program viability regularly, SLOs, and responsiveness to student, industry, and community needs. The [program review process](#) ensures program quality, continuous improvement, and informs budget, faculty, staff, facility, and equipment decisions. In addition, by conducting [regular program reviews](#), PCC can ensure that its programs remain relevant and effective in a constantly changing education and workforce development landscape.

4.C.2   The institution collects and analyzes information on student retention, persistence, and completion of its programs.

PCC collects and distributes information on student persistence, retention, and completion in various ways. Data is distributed externally and internally with college leadership, departments, programs, faculty, staff, students, and the community. PCC's Strategy, Analytics, and Research Office (StAR) provides all official data and reports through daily college-wide emails, internal reporting platforms, and publicly available reports and dashboards.

Daily reports sent via email allow all college employees to review data related to enrollment, headcount, FTSE, and course fill rates while offering a comparison to previous terms and years. The reports include the ability to filter out specific variables such as demographics, campus location, modality, subject, course level, and more. These reports can assist college employees with planning, student success initiatives, and gauging the results of their current efforts. The reports include the following:

1. [A standard terms-based enrollment report](#)
2. [Full-year enrollment report](#)
3. [Registration trend report](#)

In addition, internal reporting platforms provide various reports to support data analysis related to persistence, retention, and completion. These reports include the following, but are not limited to:

1. [PCC Academic Year Five-Year Trend Report 2016-2022](#)
2. [PCC Full Academic Year (09) - Longitudinal Enrollment Report](#)
3. [PCC Retention and Persistence](#)
4. [PCC Award Trend](#)

For example, the PCC Award Trend Report provides an in-depth look at the credentials granted to students at PCC throughout past academic years, encompassing both degree and certificate awards from credit programs and completion certificates for non-credit programs.

PCC also publicly shares accessible reports and dashboards that provide persistence, retention, and completion data on its website. The reports and dashboards provide data analysis for enrollment, student success, federal reporting, transfer, demographics, labor market data, human resources, finance, and diversity, equity, and inclusion.

Student surveys are another critical instrument for PCC in collecting and analyzing persistence, retention, and completion data. The results of institutional and national surveys PCC participates in help all college employees identify the ever-changing needs of students while highlighting ways the college can improve student services, support, and academic resources for students. PCC annually administers the Graduate Exit Surveys, which provides crucial insights into the student experience of those most recently graduating. Other surveys include the PCC Student Course Drop and Withdraw Survey Report - Fall 2021, which is used to understand the challenges students face in their academic journey at PCC, and the Survey of Perceived Barriers to College Attendance (SPBCA) to determine reasons why students who indicated they would attend in the fall did not enroll.

PCC also participates in national student surveys such as the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE). Community colleges use these surveys to gather data about their student's experiences and perceptions of their college environment. The results of these surveys are shared publicly and internally to help PCC evaluate the effectiveness of its programs, support institutional planning, enhance student support services, and demonstrate accountability to all stakeholders while better understanding the persistence, retention, and completion trends of its students.

Further information on potential causal relationships for retention, persistence, and completion is derived from Advisory Committee Minutes for programs with advisory committees, labor statistics for Pima County and Arizona, and Transfer Reports. These supplemental data create a large-picture view on areas that potentially impact retention, persistence, and completion.

PCC continues to use the program review to evaluate persistence, retention, and completion at the program level (see 4.A.1 and 4.C.3). Data collected during program review can result in documented improvement plan, funding provided, funding withheld, inactivation or program mergers per AP 3.25.05. Additional information such as input and discussions ascertained from Advisory Committee Meetings (p. 1), labor statistics for Pima County and Arizona (dashboard), and data that depicts student migration

[between programs](#) (p. 3) are discussed and addressed in program review. Other areas at PCC in which collaboration between divisions and advisory committees is outlined below:

1. Health Information Technology-industry input was that students needed more hands-on experience with electronic medical/health records before they began their internships. This initiated the search to incorporate these components into the PCC curriculum.
2. Veterinary Practice-Community outreach and networking has been established to include the Zoo Vet Conference event in 2022. Additional support to students to assist in funding for national and state exams. Modifying curriculum to meet the industry needs, for instance eliminating "kennel duty" .
3. Accounting Programs-to build more community around the accounting program, in 2022 the department created a LinkedIn page to assist students career networking. There are now 52 members within that community.

In 2017, all academic program leads also received Viability Reports: enrollment and significant evidence of the program's ability to maintain retention, persistence, and completion for the previous three years. Enrollment reports are regularly distributed to all college employees and published on the PCC website. These emails include snapshots of data comparing the current semester to previous semesters, and additional information relating to enrollment, persistence, and retention and enables faculty and academic leadership to seek conclusions regarding enrollment, persistence, retention, and completion trends in their programs. As PCC strives to maintain student success by supporting programs of study that are viable and that increase student career opportunities, programs may be recommended for inactivation based on the average number of graduates over a three-year period and from program review. Additionally, program review may indicate that the teaching methodology and/or equipment for a program of study is outdated or that the program needs to be redesigned. In these situations, the original program would be inactivated, and a new program would be created or merged with another.

4.C.3 The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

Example 1 - Achieve 60 and the Strategic Plan

Toward the Achieve60AZ initiative, PCC included [ambitious targets](#) (p. 3) in the current Strategic Plan. A decline in completers resulting from the pandemic that persists through the 2021-2022 academic year means that PCC has fallen short of its interim targets, but the institution has put into place several initiatives and strategies to increase completion, including a reprioritization of autoconfer over reverse transfer awards and the expansion of completion points from, e.g., PimaFastTrack programs and industry credentials (p4).

In addition, PCC Strategic Plan targets include doubling the completer counts of three minority race/ethnicity populations: Hispanic/Latino, American Indian and Alaska Native, and Black or African American learners by 2024-2025. Completer counts by race/ethnicity were also, unsurprisingly, impacted by the pandemic. For the most recently completed year, 2021-2022, 1,371 completers were Hispanic or Latino, 111 were Black or African American, and 61 were American Indian and Alaska Native. In all three cases, the counts are lower than the pre-pandemic year (2019-2020). While the initiatives discussed previously will also positively impact completion for the three race/ethnicity populations, they may or may not lead to the Plan targets of doubling completion for those groups. Several activities are underway to support progress towards these targets:

1. The College is working to finalize a new Diversity, Equity and Inclusion Plan. This was a year one priority in the Strategic Plan, but the work was not completed on schedule nor did the draft plan that was developed include strategies to support the access, progress, and outcomes of diverse student populations.
2. Benchmarking is underway using the Integrated Postsecondary Education Data System (IPEDS). Through that system, colleges that have seen significant increases in progress and completion/transfer for diverse populations can be identified and researched to identify practices that may be beneficial for PCC learners. That analysis may identify strategies to increase the completion of diverse learners.
3. Starting in fall 2023, the College will charge a Social Justice Team with defining what social justice means for PCC and identifying strategies to support the success of diverse students.

Example 2 - Health Information Technology

Student enrollment, retention, persistence, and completion data, for the previous three years, are provided on a regular basis during the program review process. Questions specific to these data require the program to address their specific data (p7-8). For example, Health Information Technology has a retention rate in the range of 48-51% for their program. The increase in retention has been attributed to faculty credentials (i.e., consistently completing continuing education while maintaining their professional certifications as coders and Health Information Technicians) and increased availability of courses to all prospective students, such as HIT being offered fully online and in different course lengths (i.e., 8-week, 14-week, 16-week). In contrast, the HIT Certificate has a retention rate in the range of 19-38%. By comparing the data of the two programs, retention in the certificate program will be addressed by hiring more adjunct faculty that are professionally certified in HIT as well as currently employed as Medical Billers and Coders. In addition, an increase in community healthcare facilities accepting PCC HIT students for internships, including virtual internships, will allow students to complete their certificate and contribute to the retention of students in both the certificate and AAS program.

Example 3 - Catalog Redesign

Recently PCC redesigned its academic catalog with the goal of providing the student a clear sequence of courses and transfer pathways that will lead them to attain their academic degree. Reviewing persistence and retention data and using research findings to redesign its institutional practices and structures, PCC added advising contact information, guided pathways, and course sequencing to the catalog to better serve students.

While the catalog for 2021-2022 and prior provided students with information about their program of study and the list of courses required to complete their degree, it still required the student to be proactive in figuring out course prerequisites and sequencing while increasing the likelihood of registration mistakes and delayed graduation.

For the 2023-2024 catalog, PCC provides information about the program of study and indicates (in this example) that the degree is transferable to a Bachelor of Arts degree. Following best practices, this edition prioritizes contact information of the program advisor over contact details of the academic division. Below the advising contact section students are provided with the Program Learning Objectives and the semester pathway sections. The pathway section provides links to the pathways available for students to complete based on the university of their choice as a form of "indirect advising" that guides and supports students in their academic journey. The next section displays information of the Arizona General Education Curriculum, followed by a breakdown of the courses students are recommended to take each semester. This course sequencing provides students a clear map of the classes they need to complete each semester, reflecting course prerequisites, as well as transfer pathway courses.

Example 4 - Graduate Exit Survey

The Graduate Exit Survey guides PCC's initiatives for student development at the College. Created by StAR, the survey assesses the quality of the academic environment of the College on an annual basis and the College gains feedback on student goal attainment, intent to transfer and employment opportunities. This information helps the College to identify strategies for retaining students in the future. The Non-returning Student Survey Report (page 3) prepared by StAR, assists in the evaluation of programs and services for student retention.

4.C.4 The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

The institution has strong processes in place for reporting and analyzing data on student retention, persistence and program completion. These data are embedded and provided through the College's Business Intelligence (BI) system (Criterion 5.D) for internal tracking and also provided through the college's public facing dashboards. Analysis of program review data (Program Viability Metrics) is conducted through the Office of Curriculum Quality Improvement (Criterion 4.A.1)

In addition to the VFA and Program Viability metrics, student access and success are studied through the following:

1. Admissions Report
2. Enrollment trends
3. Enrollment of recent high school students by school (Interactive dashboard)
4. Program viability
5. Five-year trend of awards
6. Program review data
7. Success of PCC transfer students evidence
8. Students transferring to top ranked universities
9. Top transfer institutions
10. Course completion and success rates
11. Adult Education Transition Report
12. Graduate survey: dental hygiene and paramedic
13. Graduate exit survey
14. National engagement surveys include CCSSE

Areas of Opportunity

Diversity, Equity, and Inclusion are central to PCC's mission as a Hispanic Serving Institution and principles are embedded in college-wide data analysis and assessments. As such, PCC has had a Diversity, Equity and Inclusion Plan since 2017. A process of updating the plan was in place as the Pandemic hit, delaying some of the work until 2022. A draft plan was created by the College's DEI Officer who then left the institution; the acting DEI Officer and the Chief Strategy Officer began finalizing the plan and presented it to the executive leadership, Board of Governors, and various groups including the DEI plan development team. Based on the feedback from those groups and based on the national research trends in the DEI space it was determined that while the plan used various survey data, the plan did not utilize enough of the DEI data that the College now had available.

A bolder concept was developed that reflected PCC's commitment to DEI as a core part of its mission, its use of data to guide strategic direction, and one that integrated the entire institution and was not focused on just the work of a single office. In particular, DEI will be embedded in the strategic plan and not a separate plan and using the data and metrics from the entire institution, not only customized surveys, will allow for improved

tracking and reporting of resources, and will support a continuous iterative improvement model along with innovative practices.

SURVEY - Criterion 4 DRAFT

Please click survey link after review of Criterion 4 DRAFT