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1 - Mission

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

1.A - Core Component 1.A

The institution’s mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

2. The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

3. The institution’s planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

[Page numbers refer to PDF pages, and not the page numbers indicated in the document.]

1.A.1 The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

The Mission Statement for Pima Community College (PCC) is: “PCC is an open-admissions institution providing affordable, comprehensive educational opportunities that support student success and meet the diverse needs of its students and community.”

PCC conducted a comprehensive formal review of its mission, vision, and values starting in summer 2014, leveraging a process intended to engage internal and external constituents in charting the College’s direction. As a result of this initiative, PCC adopted a new mission fulfillment framework comprising the following elements:

- Vision: The aspirational future role of the institution;
- Mission: A statement of the role and capabilities of the institution;
- Values: Guiding areas of importance that inform how the College conducts business;
- Core themes: Priority areas within the mission;
- Objectives: Measurable goals that the College considers important within each core theme;
- Key performance indicators: Data through which the College will monitor and assess its performance and improvement for each core theme and objective.

The Office of Institutional Research, Planning and Effectiveness (IRPE) led the review process to create a broadly understood mission fulfillment framework, gathering input from faculty, staff, administrators, students, community members, and the Governing Board. In August 2015, the final recommendations were submitted to the Governing Board, which approved (page 6) the College’s vision, mission, values, core themes and objectives. The new statements were posted...
Key performance indicators (KPIs) were incorporated into the framework in the 2015-2016 year, during which IRPE held discussion sessions with the community, faculty, staff, students and administrators to gather input about what “student success” means at PCC, for example, and the best ways to measure that concept (slides used during the sessions). The sessions revealed one common theme, indicating that student success means student goal achievement, as reflected in the objectives within the core theme, Student Success.

The KPI review included multiple sessions held across the campuses. The KPIs also formed the basis of the 2016 Futures Conference (agenda, table notes documenting attendee input on possible KPIs). We focused on external reporting systems to identify KPIs, to ensure that the College would be able to compare itself to peer institutions. This culminated in the selection of the American Association of Community College’s Voluntary Framework of Accountability (VFA) as the primary system for monitoring student success (page 4). While the VFA monitors student progress and outcomes, other methods examine institutional performance using different factors, such as the Community College Survey of Student Engagement (CCSSE), which measures community participation. In the Student Services core theme (pages 8-19), for example, we include measures of community engagement (pages 31-53).

The KPIs were approved by the Governing Board (page 8) on April 13, 2016. Note that while this represented the official adoption of college-wide mission key performance indicators, Pima has been a VFA school since 2013 and has leveraged those data to understand College performance, including during the mission KPI discussion forums (pages 18-20). The college has also participated in CCSSE since 2011. The recent adoption of formal key performance indicators for the mission fulfillment framework is an essential improvement over less formal approaches that had been used in the past.

The College has utilized a monthly roll-out process for the mission KPIs to support a dialog on each Core Theme and to provide training on the ways in which faculty, staff and administrators can utilize the data to support continuous improvement. This began in September 2016 with Student Success and continued through the year with a monthly release of new KPIs (Access; Teaching and Program Excellence; Student Services; Community Engagement; Diversity, Inclusion and Global Education; and, Institutional Effectiveness); these data also have been posted online. In the 2018-2019 academic year, the release will migrate to an interactive dashboard incorporated into the College’s enhanced business intelligence system. To focus College efforts on critical metrics drawn from the mission KPIs and the strategic plan, a presentation this year at All College Day 2018 (pages 6-9) included a discussion of six primary metrics.

During 2013, 2015 and 2017, PCC utilized the Ruffalo Noel Levitz College Employee Satisfaction Survey to gather employee perceptions about satisfaction with College culture and policies, work environment, and other topics. Results from that survey show that employee satisfaction for statements related to mission increased in 2017, as compared with previous years. Employee responses regarding mission still lag slightly behind the comparison group, though in one of the measures on mission, there is no longer a statistically significant difference regarding employee satisfaction (page 1, sixth statement) between PCC and the comparison group.
1.A.2 The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

As stated in its mission, Pima Community College offers comprehensive educational opportunities (pages 1-8) including programs and courses in a wide range of disciplines that lead to certificates, degrees and transfer opportunities. Degrees and certificates offered include Associate of Arts for Transfer, Associate of Applied Science for Direct Employment, Clock Hour Certificates and many more. In addition to regular credit offerings, the College offers an Adult Basic Education for College and Career program that includes basic skills development, English language acquisition (ELAA) and citizenship classes. The Center for Training and Development provides workforce training in eight areas, including Behavioral Health (page 12), Surgical Technology (page 17) and Medical and Business Office (page 18). PCC also offers a diverse range of continuing education and noncredit courses (noncredit, continuing education), including courses to improve professional skills, offerings for children, community interest programs and community special events.

The College provides a full suite of student support services. For further information, see Core Component 3.D.1.

Pima Community College is an open admissions college; thus, anyone who wants to take classes can. The institution uses a placement test and multiple measures process to match students with their own best starting point (see Core Component 3.D.2). The College seeks to be affordable; as part of the budgeting process, proposed tuition and fees are compared against other community colleges to ensure that prices are reasonable (for example, FY 2018 Budget Discussion, see pages 12-15).

PCC prepares regular summaries of the credit student body (for example fall 2017, spring 2018, page 2) which are also posted on the public website (page 2), as well as releasing comprehensive enrollment and characteristics reports for each semester. (For example, see the fall enrollment trend, spring enrollment trend, the Center for Training and Development (page 4) and non-credit and continuing education). These interactive reports enable users to customize the information they see, so that they are able to drill down into division headcount, or to see trends by course, for example, or by instructional delivery method.

Diversity is a central theme of the College’s mission statement, and is discussed in detail below (see Core Component 1.C). The college has adopted the mission KPIs for the core theme diversity, inclusion and global education (see, for example, pages 11, 12, 16; note that the presentation also includes direct access to the interactive reports to view additional sub-populations). The College has hired a Chief Diversity Officer, developed a Diversity, Equity and Inclusion Strategic Plan and, in the interactive reports listed previously, provides demographic data including race/ethnicity, gender, age, Pell status, Veteran status, international status and more.

1.A.3 The institution’s planning and budgeting priorities align with and support the mission.

The annual budget review process (see Criterion 5.C.1) begins with a review of the mission and the priorities within the mission fulfillment framework guide budget and planning decisions. A review of the mission fulfillment framework and associated key performance indicators (KPIs) formed part of Pima’s 2016-2017 comprehensive planning year (as described in 5.C.3), to ensure that the planning process incorporated the College mission and identified areas in need of improvement. Several of these KPIs directly informed the goals and the targets built into the 2017-2021 strategic plan.
1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1.B.1 The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Pima Community College articulates its mission through its comprehensive mission fulfillment framework. Mission documents are available on the College’s public website, in printed brochures and shared through presentations (for example, at All College Day 2018, pages 6-9); numerous mission KPI sessions, for example, student success 2017 and incorporated into budget planning (page 6) and strategic planning processes (see page 7, “Assessing the Landscape”).

1.B.2 The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

The mission fulfillment framework was established following a review initiated in summer 2014 and identifies seven publicly-posted core themes, with associated objectives and key performance indicators. These seven areas represent the primary foci of the institution and the associated metrics provide a data-driven method for the College to monitor its progress, identify areas for improvement, and ensure alignment of operational process and planning. The College has identified student success, or goal achievement, as the primary goal of the institution. Our focus on student success is highlighted in the core themes graphic, which presents the central theme of student success, along with six core themes feeding into it.

Within the mission framework, PCC has also adopted the Voluntary Framework of Accountability (page 4) as its system for tracking student outcomes. This decision was reached for three main reasons:

1. The VFA includes detailed metrics on part-time students. Recognizing that well over 60 percent of our students are part-time (for example, fall 2017, see page 5), the College did not want to rely on the federal IPEDS system, which lacks detailed metrics on part-time students.

2. A majority of new students at PCC require developmental education, and the VFA provides comprehensive metrics on developmental education progress (see Core Component 3.D.2).

3. Subsets within the VFA metrics include gender, race/ethnicity, age, Pell status and full-time/part-time status in the first term. This directly supports the College’s commitment to diversity.
Through these core themes, objectives and metrics, the College officially commits itself to these priority areas to guide planning, operations, and budget decisions. As part of the strategic planning process in 2016-2017, the mission KPIs were reviewed in detail by a diverse group of stakeholders, including faculty, staff, administrators, students and community members. Their work identified key priority areas for improvement, including fall-to-next-term retention (from the VFA and the core theme of student success) and increasing the applicant-to-registered-student conversion rate (from the core theme of Access). These two areas form strategic goals within the 2017-2021 Strategic Plan (page 7, Strategic Directions 1.6 and 1.8).

To support student success, the College provides advising, counseling, tutoring, library, financial aid, ADA resources and technology resources to support student success towards educational goals, as well as offering a wide range of programs and offerings as discussed in 1.A.2.

1.B.3 The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

PCC’s mission highlights the institution’s commitment to be an open-admissions institution providing affordable, comprehensive educational opportunities that support student success and meet the diverse needs of its students and community in the delivery of certificates, associate degrees, and workforce training. In addition, 93 percent of College employees (page 2) live in Pima County, which facilitates their contribution to the economy and to civic engagement with the community. According to the most recent economic impact study (page 3), the impact of Pima’s operations spending, student spending and alumni spending totaled $2.2 billion, or nearly seven percent of the area’s Gross Regional Product.

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.

2. The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Student Demographics

Pima Community College serves a diverse student population, with a majority of students identifying as students of color (page 6). Forty-five percent of PCC students identify as Hispanic/Latinx, 5 percent identify as Black Non-Hispanic, 3 percent identify as Asian American, and 2 percent identify as American Indian/Alaska Native. Finally, three percent of students identify as two or more races.

Diversity and the Mission Fulfillment Framework

Diversity, Equity and Inclusion (DEI) are woven into the institutional DNA of Pima Community College, as evidenced by College's mission, key performance indicators, strategic plans, and willingness to listen and respond to the diverse communities served by the College. In 2015, after hearing concerns from the community regarding open access, a crucial element of diversity, the PCC Governing Board directed the College to re-open its Mission Statement development process for public comment. Insights from the community led the College to amend its Mission Statement in December 2015 (page 2) to emphasize PCC’s commitment to open admissions. PCC
provides comprehensive and accessible education for the community through a wide variety of programs with an open-admissions policy.

Diversity and inclusion are explicitly mentioned in the College’s Mission Framework as one of the Core Themes and Objectives of PCC (page 11), which includes both domestic and global topics. Diversity has been embedded into previous planning processes, as well as into current strategic plans, such as the Chancellor’s message in the 2014-17 Plan. In October, 2017, the PCC Governing Board amended Board Policy 2.01 Diversity and Inclusion to explicitly connect it to the institutional goal of assuring that the College’s student body and employees reflect the community’s diversity.

**Diversity and the Strategic Plan**

The 2017-2021 Strategic Plan (page 4) addresses diversity in several ways, beginning with our institutional goal of increasing the proportion of Pima County residents over the age of 25 who hold a post-secondary degree or certificate. Currently, about 39 percent (page 5) of Pima County residents have at least an Associate Degree.

PCC is aware that the non-white population in Pima County constitutes over 50% of the population for age groups below 45 and understands that increasing educational attainment among minority groups will be necessary for the College to achieve its institutional goal.

**Diversity, Equity and Inclusion Plan**

Pima Community College’s student body reflects the racial and ethnic diversity of Pima County. Designated an Hispanic-Serving Institution by the Hispanic Association of Colleges and Universities, 45 percent of our students self-reported as Hispanic (page 6), compared to 28 percent of students in 2009 (page 31). About 37 percent of Pima County residents self-reported as Hispanic in July 2016. The College is setting the aspirational goal (page 8) of closing the gap on educational attainment for Hispanic/Latino Pima County residents. In 20 years, our target is that all Hispanic/Latino residents aged 25 and over will have earned at least a bachelor’s degree.

The diversity of our employees, however, particularly our faculty, reflects neither the student body nor the community. Since 1995, at least 71 percent of PCC full-time faculty has been white (page 32). To remedy this disparity, and in the spirit of continuous improvement, the College embarked on a journey that in May 2017 yielded our first-ever Diversity, Equity and Inclusion Plan.

The six priorities of the Plan reveal its depth and breadth, and dovetail with goals included in the College’s 2017-2021 Strategic Plan. The DEI Officer joined the college in early 2018, establishing an infrastructure to support Diversity, Equity and Inclusion. Since that time, efforts have included preliminary work on the development of more effective strategies to diversify faculty and adjunct faculty candidate pools. In addition, the keynote address at All College Day focused on what it means to be an Hispanic-Serving Institution and meetings have been held with several units at the College on matters related to diversity and equity. Workshops on diversity, equity and inclusion have also been held throughout the College for a variety of audiences. A group was also brought in to offer five workshops focused on Implicit Bias, Universal Design, Teaching with a Social Justice Lens, Creating an Inclusive Organization, and Micro-aggressions. Further, the College began offering a concentration in Ethnic, Gender and Transborder Studies in fall 2017, leading to an Associate of Arts degree and serving as a stepping-stone to a Bachelor’s Degree in the social sciences.
DACA
The College recognizes the economic and social contributions of Deferred Action for Childhood Arrivals (DACA) students to strong, vibrant communities, and we are proud to assist these students reach their full potential. Since February 2013, the College has offered in-state tuition rates to qualified DACA students. A recent Arizona State Supreme Court decision, however, no longer allows the College to provide that benefit. Because the laws and policies supporting this group of students are ever-changing, the College has secured funding (line 6) to establish an Immigrant and Refugee Student Resource Center to keep students, faculty, staff and community up-to-date on current issues related to the educational support of this student population. Funding for the Center was approved by administration in fall 2018.

Grants
As of spring 2018, PCC is administering 15 grants that focus on serving Hispanic students and/or low-income/first-generation students. Below are summaries of just some of the grants that PCC has leveraged to offer opportunities and resources to students who are traditionally underrepresented or underserved by higher education.

- **HPOG HOPES:** The Health Professions Opportunity Grant Health Career Opportunities with Personalized Educational Supports (HPOG HOPES) program trains low-income residents for high-demand healthcare jobs. HPOG HOPES is designed to train 1,500 people over the lifetime of the grant, and offers training in 15 healthcare professions. It builds on PCC’s Pathways to Healthcare program, which enrolled 1,788 participants over five years. It is funded by a $15 million grant from the U.S. Department of Health and Human Services Administration for Children and Families, and is funded through 2020.

- **Project EPIC:** Project Engage, Prepare, Inspire and Challenge is the product of a five-year grant received from the U.S. Department of Education to help increase the number of Hispanic and other low-income students obtaining a STEM degree. The main goals of the grant are to update teaching modalities to include Problem-Based Learning in eight courses, to provide one-on-one advising to STEM students, to foster career modeling and to renovate learning spaces.

- **AP3:** The Aztec Proactive Prevention Program’s goal is reduction and prevention of substance abuse and HIV acquisition among Latinx and other minority students, ages 18 to 24, at Desert Vista, West, and Downtown campuses. AP3 offers free HIV testing, as well as training to strengthen communication and to encourage healthy relationships.

- **TRiO:** The TRIO Upward Bound and TRIO Student Support Services are federally funded college preparation programs designed to serve low-income, first-generation college students. The TRIO Talent Search program provides students with academic, career and financial counseling to graduate from high school and to complete post-secondary education.

Access and Disability Resources
The College recognizes that differing degrees of student access and ability require a caring, comprehensive response. PCC’s Office of Access and Disability Resources assists about 700 students each semester, with more than 60 types of accommodations, has a robust video library of ADR resources, and is piloting a Coaching and Pathways Program Support Services plan to provide supplemental tutoring to 13 students who have cognitive disabilities and are unable to successfully participate in PCC classes with 504/ADAAA accommodations alone.
Resources for Seniors

Cognizant that 40 percent of the 2024 workforce will be age 65 or older (page 5), the College is partnering with the American Association of Retired Persons (AARP) to offer a Back to Work 50+ program, which provides coaching, help with résumés, interview techniques, job searches, and other employment resources. In a July 2017 report to AARP (page 2), the Back to Work 50+ program succeed in obtaining employment for 25 participants, and expects to reach its goal of 50 hires by the end of 2018. Finally, since Fall 2016, PCC has discounted in-state credit tuition (page 2) by 50 percent to all students age 55 or older.

Adult Basic Education for College and Career (ABECC)

PCC recognizes that students enter with a variety of academic ability levels. Indeed, some may lack basic academic skills, English language proficiency, or high school credentials. As an “open-access” institution, we believe in the importance of including all students, regardless of their initial college readiness. ABECC is a PCC program that provides basic skills instruction and GED testing for students who assess below college-level or who are in need of a secondary diploma. ABECC works closely with credit programs to assure that students can transition seamlessly to college and career programs.

1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

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

3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1.D.1 Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.

Within the mission fulfillment framework, a commitment to meeting the needs of the community is highlighted in multiple places, as part of our vision, values, and core themes. Actions and decision-making at the College are both aligned with the mission, and focus on identifying the needs of the community and taking meaningful steps to provide appropriate educational offerings. As part of the 2017-2021 Strategic Plan (page 5), the Governing Board approved a long-term institutional goal, Achieve 60 Pima County, that seeks to raise the educational attainment level in Pima County by the year 2030, aligned with the state’s Achieve 60 Arizona initiative. The four-year strategic plan was designed around this long-term goal.

Research indicates that Tucson’s 2016 poverty rate for adults aged 18 to 64 is 19.1 percent, higher than both the Arizona rate of 17.0 percent and the U.S. rate of 14.2 percent. Recognizing the financial challenges facing many Tucson residents, the College seeks to provide an affordable education as included in the mission statement, despite the elimination of all state funding for the College in 2015 by the Arizona Legislature. As part of our budgeting process, we routinely
compare tax rates and tuition with other community colleges statewide (pages 12-13), to ensure that our offerings are both reasonable and affordable. In June, 2018, the Pima County Community College Governing Board approved (pages 1-2) a combined property tax rate of $1.3983 per $100 of net assessed valuation, the fourth-lowest among Arizona’s 10 community college districts (page 4). The Board also approved a $1 per credit-hour increase for in-state tuition. Nevertheless, the College remains in a central group of Arizona colleges with annual tuition between $2,500 and $2,700. Recent data indicate that PCC is an affordable option (page 6, metric 8) compared with the state’s universities. A listing of PCC tuition offers, including a tuition cap at 15 credits per semester, is posted online. Finally, the College has shifted to open educational resources for many of its online classes, resulting in savings of about $2,000 per student on cumulative textbook costs.

PCC offers classes and services through Adult Education for College and Career for adults looking to improve their basic reading, writing, math, and English skills. PCC provides basic adult education classes at no cost to students, who are provided access to all College resources and services. Such services include basic skills development, high school equivalency preparation and testing, refugee education and citizenship. Other offerings within Adult Education include Math Bridge, a series of free eight-week interactive math classes, Transition to Jobs (page 2), a free non-credit class for highly skilled adult immigrants and refugees, and Integrated Basic Education and Skills Training programs which utilize a nationally recognized instructional model that blends basic skills instruction with Career and Technical Education (CTE) course content. Current and upcoming IBEST programs at PCC include Medical Assistant, Industrial Technology, and Logistics and Supply Chain Management. Past IBEST courses have had an 80 percent completion rate and about 83 percent of completers find employment.

Adult Education prepares an annual report to the Pima County Board of Supervisors, which includes information on program offerings, student counts and performance metrics (2017 report, 2018 report). Educational functional level gain for Adult Education students averages 77 percent. The Center for Training and Development monitors enrollment and student outcomes through the interactive reports (for example, headcount, completions) described in the previous paragraphs.

PCC offers a dual-enrollment program that included, in the 2017-2018 academic year, 2,497 enrollments across 167 sections. These classes allow eligible high school students to receive high school and free college credit for the same course. High school students participating in these classes enroll at PCC at higher rates than do non-participating high school students, according to PCC data. Thus, dual enrollment becomes a low-cost pathway to increased access to postsecondary education for high school students in the community. The College plans to expand its dual enrollment program, according to our 2017-2021 Strategic Plan (page 8, strategic goal 2.3b).

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

Pima Community College is a publicly funded, non-profit community college. The College is cognizant of its duty to taxpayers to be fiscally responsible stewards of valuable tax dollars. As stated in its mission, the College’s function is to provide comprehensive educational opportunities that support student success. Since the College has no investors, and is not under a parent organization, there are no financial disbursements to any outside entity.
As a state-authorized Arizona community college since 1966, the College follows all Arizona Revised Statutes, including those within Title 15, Chapter 12, “Community Colleges,” which includes articles on the establishment of community college districts, finance, boards and processes for the issuance of bonds.

The educational role of the College is defined by the statute and, in the Annual Report to the Governor (e.g. 2016, 2017), the College provides information on progress at the College, courses of study, instructional staff employed, student numbers, receipts and expenditures, and tuition and fees (credit and non-credit), as well as highlighting the educational role of the College.

1.D.3 The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

PCC regularly informs, involves, consults and collaborates with its external constituents. The two examples below demonstrate the depth, breadth and impact of public participation on the relationship between the College and our community.

- **Futures Conferences**: Since 2014, the College has held annual Futures Conferences, inviting students and community members to sit down with PCC employees to discuss and plan approaches to important issues of mutual interest. Nearly 400 external participants, including more than 375 community members and nearly two dozen students, have participated in these meetings, which have **helped the College mold its strategic planning** in crucial ways.

- **Centers of Excellence**: As a comprehensive community college that serves Pima County, Pima Community College engages in and responds to the diverse needs of our external constituencies. Through the Education Master Plan (see Core Component 5.C.3), the College has committed to establishing Centers of Excellence in areas that show growth and an increased need for quality workers.

The College has hosted numerous community groups at its campuses and facilities (for example, **Northwest Campus, East Campus, Downtown Campus**). Additional examples include:

- **League of United Latin American Citizens Youth Leadership Conference** (LULAC): The College has been the host site and coordinating participant for the conference for 29 years. The conference promotes the importance of learning and leadership to middle- and high school students. More than 1,200 students attended the 2018 fair.

- **Arizona STEM Adventure**: Since 2015, Northwest Campus, in partnership with the **Southern Arizona Research, Science and Engineering Foundation** (SARSEF), has hosted nearly 3,000 Tucson-area elementary school and middle school students each year, to raise awareness and interest in Science, Technology, Engineering and Mathematics -- the STEM disciplines.

- **Career and Technical Education (CTE) National Letter of Intent Signing Day**: Since 2015, PCC has hosted high school students and new college students as they sign a pledge to pursue a CTE education. The College works closely with Pima County’s Joint Technology Education District to increase high school participation.

- **Tucson Japanese Festival**: For the fifth straight year, Downtown Campus has hosted the Southern Arizona Japanese Cultural Coalition’s annual New Year’s celebration. In 2018, more than 1,000 people attended the festival, which features dance, music and food.
My Air Guard Incentives Career Weekend: The event annually provides new Air Force recruits, their spouses and family members with tools to make informed career, personal and family-readiness decisions. The 80 airmen who returned evaluations of the 2018 event, which annually draws nearly 200 participants, were overwhelmingly positive.

In recent years, the College has participated in the National Study of Learning, Voting and Engagement (2014 report, comparison report for 2012 and 2016) to understand voting rates among students and to support civic engagement in the community. In 2015, PCC participated in a non-partisan effort to raise voter registration rates. Community partners included the Pima County Interfaith Civic Education Organization and Expect More Arizona. Each year, a reminder is sent to employees with voter registration information (2016, 2017, 2018). Further, in 2018, a PCC faculty member was awarded the Arizona Council on Economic Education’s Economic Education Leadership Awards for her work aiming to teach economic issues from multiple perspectives in order to inspire civil engagement among articulate, educated voters.

Finally, the PCC United Way Campaign raises funds to be used to support programs and services in Tucson and Southern Arizona.

As part of Strategic Plan Goal 2.6 (page 9), the College has administered a survey to research levels of employee engagement in the community. This initiative builds on a Volunteer Recruitment Survey conducted in 2016, which indicated that 360 of the 387 employee respondents (page 3) say they are very or somewhat interested in engaging with the community. Findings from the most recent survey indicate 59.1% of respondents (306 individuals) participate in community organizations, including, for example, the American Red Cross, Arizona-Sonora Desert Museum and Second Chance of Tucson.

1.S - Criterion 1 - Summary

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

Summary

PCC has a clear mission fulfillment framework that is publicly posted. The framework includes measurable objectives and key performance indicators that align College focus around seven core theme areas, with student success the central priority. With the adoption of the mission fulfillment framework, as described in Criterion 1.A, it is a priority for PCC to continue to focus on mission fulfillment. The mission of the College directly informs the budget and operational planning processes and the institution monitors its progress through the mission key performance indicators (see Criterion 5), but efforts are ongoing to more deeply embed the mission of the College into unit operations. In addition, a key activity in upcoming years is the 2019-2020 comprehensive mission review process which will lead into the 2020-2021 strategic planning year. The mission review process will be broad and inclusive, following the process used to develop the current framework.

As discussed in Criterion 1.C, the College has established a Diversity, Equity and Inclusion Plan and has, within the last year, hired a Chief Diversity Officer. Plan implementation is now a high priority for the College, as it seeks to increase the diversity of its students and employees, and infuse diversity, equity and inclusion throughout the College.

The College is committed to the public good as evidenced through its range of educational offerings and collaboration with the community through channels including the Futures Conference, see Criterion 1.D. Next steps in this area focus on implementing a satisfaction survey.
to gather input from community partners to enable the College to better understand how well it is meeting the needs of the community it serves. Additional areas of focus are outlined in the 2017-2021 Strategic Plan and include goal 2.6 which seeks to "Improve the connections between PCC and the wider community it serves, to include neighborhoods, residents, and taxpayers".
2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

[Page numbers refer to PDF pages, and not the page numbers indicated in the document.]

Financial

Pima Community College operates with integrity and transparency in its financial functions, through the Finance and Audit Committee, an annual audit of institutional financial accounts, and regular posting of financial information on its public website.

The Governing Board's Finance and Audit Committee is comprised of two Board members and eight community members; it provides additional oversight and monitoring of the College's financial, audit, and investment-related performance, policies, and procedures. The committee serves as an independent avenue to share financial information, to review major initiatives, and to provide recommendations to the administration and Governing Board, ensuring that financial resources are appropriately allocated across the College's programs and services.

The committee provides further oversight through review and comment on annual audit reports produced by the College's Internal Audit department, as well as through independent review by the Office of the Arizona Auditor General.

In addition to the oversight of the Finance and Audit Committee, the Finance and Administration Department employs generally-accepted accounting principles to ensure consistent and transparent financial processes. The institution's financial statements are audited annually by the Arizona General Accounting Office to ensure compliance with these principles. The College continues to receive an unqualified audit opinion, which reflects that PCC is following generally accepted accounting principles and that its financial statements are presented fairly. We are also addressing the concerns expressed by the Auditor General about weaknesses and deficiencies in our financial statements. Additionally, the College has a single audit completed by the Arizona Auditor General Office in order to comply with Department of Education requirements. The College is addressing the concerns expressed by the Auditor General about weaknesses and deficiencies in our financial statements. To assist with earlier identification of issues and more prompt corrective actions, the College is increasing the resources of its internal audit and compliance areas.
The College’s commitment to transparency of financial information is demonstrated on its public website, where pertinent financial reports, metrics, and annual budget development activities are published. Pima’s finance website also includes information on budget, property taxes, financial ratios, bond ratings, procedure manuals, and a searchable, user-friendly public site that allows residents to view information about the financial activities of the College through a website known as “Openbooks.az.gov.” The College also publishes a finance newsletter, with timely information about its budgeting processes and procedures.

**Academic**

Pima Community College operates with integrity in its academic affairs. The College has procedures in place to ensure that faculty hired meet qualifications. Once hired, faculty are expected to observe the employee Code of Conduct and specific ethical standards. At the beginning of each academic year, full-time faculty members sign statements regarding conflicts of interest in furtherance of College ethics standards.

The College ensures students’ educational privacy by complying with FERPA and requiring written consent when communicating with parents or others regarding student information.

The universal syllabus template for the College includes detailed descriptions of academic integrity and honesty, as well as a procedure for infractions, and responsibilities for copyrighted information in academic courses. The 2018-2019 College Catalog (pages 49-58) also provides information to students regarding academic integrity, dishonesty, and various ethics violations.

**Human Resources**

PCC operates with integrity in its personnel processes. The College is an Equal Opportunity, Affirmative Action institution and is in compliance with Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act, Title IX (Educational Amendments of 1972), Section 504 of the Rehabilitation Act of 1973 and other applicable laws and regulations. The institution offers equal opportunity to all prospective and current members of the student body, faculty, and staff on the basis of individual qualifications and merit, without regard to race, sex, religion, age, national origin or disability, sexual orientation, or gender identity, as identified and defined by law.

**All Employee Representative Council (AERC)**

The College has maintained a long-standing tradition of inviting employee input on personnel policies and procedures through a process known as “meet and confer.” After inviting feedback from a task force charged with making recommendations to improve the group’s inclusiveness and efficiency, a new All Employee Representative Council (AERC) was formed. This group is comprised of representatives from both faculty and staff, and meets regularly with a human resources liaison and administrators to identify issues of concern regarding terms and conditions of employment, and also provides periodic updates to the Board of Governors.

**Auxiliary**

The annual College audit includes revenue and expenses related to auxiliary services, such as the bookstore, dining services, and athletics. The College’s bookstore and food service functions are periodically the subject of open, competitive bidding. Most recently, a contract was awarded to Follet, following Board approval (page 7) in October 2017. Pima’s athletics departments are also subject to external regulation and review by outside governance organizations. Our athletics unit follows Board policies, as well as NJCAA requirements, such as those regarding ethics (page 26) and eligibility (pages 52-63), using the procedures specified in its manual.
Governing Board

Following Arizona’s Open Meeting Law, the Board deliberates in meetings that are publicly noticed and open to the public. The College posts public notice of Board meetings, agendas, and meeting materials and the meetings are also streamed on the Internet.

PCC’s Governing Board members are subject to relevant state ethics laws that define and prohibit conflicts of interest. The Board periodically updates its bylaws (Articles I, VII, and X) that define the ethical responsibilities of its members and the bylaws (page 25-26) also include a procedure for complaints against Board members. Board member orientation (for example, 2017 orientation agenda) includes training on bylaws and ethical standards. Finally, the Board conducts an annual self-assessment, to improve performance and set standards, and publishes a summary of the results on the College public website.

Administration, faculty, and staff

All College employees are subject to published standards of conduct to promote and encourage fair and ethical behavior. As educators, faculty have additional ethical standards (pages 2-5) as required by the College. All College employees must also disclose and resolve potential conflicts of interest (pages 5-9), as well as course material royalties. Finally, the College has a system for reporting and resolving complaints and disputes regarding employee conduct; it is available for use by faculty, staff, and students, who are able to register a complaint anonymously, by telephone, email, and online.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Pima Community College strives to be clear, complete, and transparent with its students and the public with regard to key information about the College.

Programs

Students and the public can access information about the College’s programs in many ways, including the programs and courses area of the PCC website, the online college catalog, and by accessing academic advising resources on the College website. Information includes credit programs and courses, noncredit courses, career training, and adult education. The same resources provide information on requirements for admission, course content and prerequisites, and requirements for entrance into specific programs.

Requirements and Costs

Requirements for student conduct are clearly communicated on the College website, and explained in the student code of conduct. Information on the cost of attending Pima Community College is available online, using the net price calculator, which provides students with a realistic estimate of the cost of their chosen course of study. Details regarding financial aid at the College are available in the paying for school section of the College website.
Faculty and Staff
The public can view a complete online list of top administrators, along with up-to-date contact information. Members of the public can also access such details online, in a directory located on the College's website that includes all employees. Finally, the College's public website provides a list of all active faculty, that includes comprehensive details about educators' training and qualifications.

Control
Students and the public can access information regarding the controls used by the College through governing board meetings, and by reviewing material available on the Board's web pages. The College’s Strategic Plan 2017-2021, is also available as an online public resource.

The College actively solicits and encourages involvement of both students and the public as part of our decision-making processes by issuing news releases, providing open sessions at board meetings, sponsoring a “contact us” section on the board’s webpage, and supplying suggestion boxes at each campus.

Accreditation Relationships
The College’s accreditation relationships are listed on the College’s website, and includes articulation relationships. Program-specific accreditation can be found on each program’s website.

2.C - Core Component 2.C
The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.

2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.

4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

2.C.1 The governing board’s deliberations reflect priorities to preserve and enhance the institution.

The Governing Board conducts regular, informed deliberations to define the mission of the College and to set strategic goals to advance that mission. One of the most significant actions taken by the Governing Board to enhance the institution was its unanimous approval and endorsement of the 2017-2021 Strategic Plan at the May 2017 meeting (see 1.A).

Pima’s Board conducts periodic reviews (pages 91-92) and revisions (page 6) of the College mission, along with adopting core values, themes, and objects to further clarify that mission. These debates shaped a four-year strategic plan (pages 77-80) adopted by the Board to implement the College’s new mission. All key elements of the strategic plan and mission contain
their own blueprint for implementation; these include the Strategic Enrollment Management Plan, the Educational and Facilities Master Plan, and the Diversity, Equity and Inclusion Plan. (see Core Component 5.C.3.)

While reducing operating expenditures, the Board recognized the need to invest in the College’s infrastructure and programs to better meet evolving community needs, particularly for workforce training that is better suited to the digital age. As a result, the Board authorized the issuance of revenue bonds to fund key elements of the Educational and Facilities Master Plan so that the College can create Centers of Excellence.

Each year, in consultation with the Chancellor, Pima’s Governing Board sets goals for the Chancellor that are aligned with the College’s strategic plan. The goals are posted on the Chancellor’s page of our public website, and the Board conducts an annual evaluation of the Chancellor, one that includes a performance review regarding the achievement of those goals.

2.C.2 The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

The majority of actions placed on the Governing Board agenda are recommended by the Chancellor, who works with the ELT to assure sufficient consideration and vetting has occurred. Major decisions are vetted by the Board during committee meetings with administration before proposals or actions are placed on the agenda for Board approval. The Board’s approval of the Strategic Plan (page 5) (see Core Component 1.A) is a good example of how major decisions are fully vetted and carefully considered before being presented to the Board for approval.

The Pima Community College Board of Governors holds regular, monthly meetings at which it receives reports from the administration, as well as from elected representatives of the regular faculty, the adjunct faculty, students, and staff. All regular Board meetings include an open call to the public (page 11), during which time anyone may address or question the Board. The Board requests periodic reports from internal organizations, such as the All Employee Representative Council (AERC), to receive information on how the College is addressing issues related to personnel management. (Please see Core Component 2.A.)

The Board holds a series of study sessions on topics they have identified as significant. Some of these study sessions include presentations and discussions with external constituencies, such as business associations, partner organizations, and community groups, as well as reports from administration and internal groups. As part of a marketing and rebranding initiative to support enrollment, the Board approved extensive research on views within the College and in the community about Pima’s image.

Pima’s Governing Board has established two independent committees that include external community members with subject matter expertise, who aid in decision-making. These advisory committees, the Finance and Audit Committee and the Human Resources Advisory Committee, issue reports and recommendations to the Board and their public deliberations are available online, providing independent perspectives and transparency. Committee meeting dates and records are also posted on Pima’s website.

2.C.3 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

Pima’s Governing Board is sufficiently autonomous to make decisions in the best interest of the institution. The Governing Board is comprised of five democratically-elected individuals
representing one of five districts in Pima County. They are elected to staggered six-year terms, and as elected officials, Board members are subject to state ethics and conflict of interest laws. The Board's bylaws (pages 19-21) further define ethical expectations for how Board members discharge their duties.

The Board may only take action by majority vote at publicly-noticed, open meetings. Each month, the Board receives updates from the Chancellor, as well as representatives from the student senate, the faculty senate, staff, and administrators. Based on information provided in presentations to the Board at open meetings and documents posted for public viewing, the Board makes policy decisions to guide strategic directions for the institution. Additionally, the Board interacts with both internal and external constituents and provides the opportunity for community members to address the Board with open, public comment and its public meeting policy (page 10-14). The transparency of Board proceedings serves to promote independent decision-making and protects against undue influence.

In order to be effective, each Board member completes an extensive orientation upon election, as well as professional development each year. This includes attendance at various conferences and meetings of the Higher Learning Commission (HLC), the Association of Community College Trustees (ACCT), and the American Association of Community Colleges (AACC). The Board completes an annual self-assessment based on an instrument developed by ACCT, and participates in an annual retreat to develop priorities for the upcoming academic year.

2.C.4 The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Through College policy and bylaws (Articles I and X), the Board delegates day-to-day management responsibility to the Chancellor. The Board expects the Chancellor to run the institution with integrity and to ensure the success of its continued operations. To assist and inform the Chancellor on fiscal and academic matters, a Chancellor’s Advisory Council provides updates on a variety of needs, from both internal and external stakeholders.

Through policy and administrative procedures, Pima faculty are charged with significant responsibility for academic matters. The Board has delegated responsibility for curriculum to the Provost, who has, in turn, created procedures for faculty to take the lead role as outlined in the Curriculum Procedures Manual (pages 7-11). The responsibilities assigned to faculty, as an integral component of their duties, include academic matters such as developing policies and procedures related to their discipline, assessment of learning outcomes, and using assessment results to improve educational services. The College has a faculty senate, comprised of elected members who participate in governance through regular interactions with administration. Their deliberations result in a myriad of recommendations on topics impacting the academic functions and future of the College.

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Pima Community College is dedicated to preserving the freedom of expression that is an essential part of higher education. The notion of academic freedom is embedded in the College's policies
and procedures, guaranteeing that faculty are entitled to freedom of discussion, research, and choice of classroom materials. For faculty, commitment to academic freedom comes in the form of freedom of instruction. While each course at PCC has proscribed outcomes, instructors have the freedom to present material or to develop courses in their own style and in the manner in which they feel will best suit student needs. Innovative teaching practices are encouraged, as is the incorporation of technology in appropriate measure; overall, however, faculty are free to teach in their own pedagogical style. Their success in this matter is reviewed through assessment practices, such as student evaluations, as well as through regular observation by peers and division deans.

Faculty are also allowed to freely express opinions and concerns to the Governing Board, through the Board’s open comment section at each meeting. Faculty are, likewise, encouraged to submit anonymous concerns to the Chancellor via email or through the Office of Dispute Resolution.

2.E - Core Component 2.E

The institution’s policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

2. Students are offered guidance in the ethical use of information resources.

3. The institution has and enforces policies on academic honesty and integrity.

Argument

2.E.1 The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

In compliance with federal and state requirements, the College supports a department dedicated to Institutional Research, Planning & Effectiveness, tasked, in part, to conduct a human subjects review prior to any and all implementation of College-sponsored research. Students at Pima are instructed in the careful and ethical use of information sources, and are specifically instructed about academic integrity, cheating, and plagiarism, as well as academic ethics violations of the student code of conduct (pages 2-3). The College library system also offers tutorials on scholarly practices for discovering information resources and conducting scholarly research.

Pima Community College sets standards for academic integrity, with strict standards for copyright compliance, and is readily available on the college website. The policy is reinforced by the Student Code of Conduct.

2.E.2 Students are offered guidance in the ethical use of information resources.

PCC provides extensive resources for students regarding use of information. Starting with their first exposure to higher education, students are engaged in learning about academic integrity. This is reinforced by the General Education Committee and included in the Administrative Procedure for General Education. Many students at PCC take Writing 101 during their first year in college. This course now has a unit which covers evaluating sources for credibility, using sources responsibly and avoiding plagiarism. With the growth of online courses at PCC, the College has developed many online resources to help students navigate copyright compliance. These
resources are easy to find, understand and are particularly accessible. The College [library](#) provides links to videos on citing sources and plagiarism in addition to extensive guidance of citation styles and usage. PCC provides a [copyright fair use checklist](#) for faculty and for students to determine compliance with the [PCC copyright practice and compliance administrative procedure](#). Each semester, the Office of the Provost sends an informational email to students discussing copyright and resources for students.

### 2.E.3 The institution has and enforces policies on academic honesty and integrity.

At Pima Community College, we believe that academic honesty is vital to students' intellectual growth, personal satisfaction, and success. The [Student Code of Conduct](#), located on the College website, expresses the expectation that our students will practice the highest levels of integrity in their academic pursuits. The statement of academic integrity defines both dishonesty and plagiarism in depth, as well as appropriate netiquette, articulating students' responsibilities for their behavior, and is included in the College's [syllabus template](#). Additionally, the [acceptable use of information technology resources](#) clearly defines expectations for students, faculty, and staff when using college equipment and networks.

During the HLC Self-Study in 2014, the College identified concerns regarding the documentation and tracking of academic integrity issues. The College has made progress in addressing student affairs, with support of the Dean of Students, and the advanced program manager. There is now a system that centralizes identification of student infractions, thereby improving consistency of appropriate sanctions. In addition, we are in the process of enforcing academic integrity policies on a College-wide basis. A committee of faculty and staff are being tasked with developing a rubric to track and evaluate minor infractions, so that faculty can guide students who have had repeated issues.

### 2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

**Summary**

As a core value, integrity guides all operations and decisions at PCC. Faculty, staff, and students are expected to adhere to the codes of conducts outlined in the respective handbooks. The evidence presented throughout Criterion 2 demonstrate PCC's commitment to continuous improvement and dedication to communicating ethically with our faculty, staff, and students through clear policies and procedures, achieving our Strategic Goal #3: Cultivate institutional excellence through continuous improvement.

PCC has identified concerns regarding the documentation and tracking of academic integrity issues. In the spirit of continuous improvement the PCC will identify a mechanism that centralizes identification of student infractions, thereby improving consistency of appropriate and sanctions. In addition, a committee of faculty and staff will be commissioned with developing a rubric to track and evaluate minor infractions, so that faculty can guide students who have had repeated issues.

Through recent reduction in force (RIF) activity PCC realized it did not serve the institution to have a separate RIF policy for different employee groups. This assessment has led to revised policy that is anticipated to be in effect on July 1, 2019, enacting a single College-wide RIF policy.
The Pima Community College Office of the Internal Auditor is currently working on a detailed analysis of risk assessment data that will result in the 2018 Pima Community College Risk Assessment Report. The comprehensive risk assessment process involves surveying all Director level College employees and above (71 employees) utilizing a detailed Risk Assessment questionnaire that provides an opportunity for employees to identify the highest risks specific to their functional area. The number of risk assessment questions was expanded this year and provides more risk data than in past years. The risk survey data is currently being analyzed by the Office of the Internal Auditor and is being incorporated into the College Risk Assessment Report. The College Risk Assessment Report will help senior management in their decision processes as they allocate resources to help remediate the highest risks at the College.
3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high 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 performance by students appropriate to the degree or certificate awarded.

2. The institution articulates and differentiates learning goals for 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

[Page numbers refer to PDF pages, and not the page numbers indicated in the document.]

3.A.1 Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

As part of the College's Core Themes and Objectives, Pima Community College strives to help students meet their academic goals, to offer relevant programs that meet the educational needs of our community and to contribute to the local economy. In order to meet those goals, it is important that our curriculum is current, relevant and of high quality, and Pima has a number of practices, procedures and policies in place to address these issues. The College offers both career and technical education (CTE) and transfer courses and programs, and while many of the processes for these are the same, there are several differences with regard to ensuring currency and relevance.

Our CTE programs have advisory committees, comprised primarily of local employers, as well discipline faculty leadership and program deans. These committees help our faculty understand industry trends and employment needs, and provide input regarding the course and program content. They also recommend student learning outcomes to ensure high quality programs. Pima faculty incorporate this information into the development and revision of courses and programs.

Some CTE programs have program-accrediting bodies that ensure quality and currency. Programs must show evidence that they meet the criteria established by the accrediting agency in order
to maintain their accreditation. For example, Pima is in the process of moving from its Surgical Technology clock-hour certificate to a credit associate’s degree in response to the ARC/STSA recommendation that all Surgical Technology programs become associate degrees, effective August 2021. Additionally, with a few exceptions, Pima’s students typically do very well on licensure exams and other technical skills assessment. Data from fiscal years 2015, 2016 and 2017 show that the passing rate of Pima students on the vast majority of these program-related exams are above 90 percent; many have pass rates of 100 percent.

While there are no advisory committees for the College’s transfer courses and programs, there are groups and practices in place working to ensure that our transfer courses and programs meet the needs of our transfer students. One such group 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). There are more than 40 discipline-specific ATFs, comprised primarily of discipline faculty from the three state universities, the Arizona community, and tribal colleges. These groups meet at least once a year to discuss curriculum, ensure transferability and applicability of community college courses to the universities, and foster collaborative relationships between the faculties of community colleges and universities. Another important part of AZ Transfer is the Course Equivalency Guide, an online system that identifies the ways in which community college courses transfer to state universities.

Transferability of a course alone does not necessarily predict success, since students continue their studies at the university, so it is crucial to examine post-transfer student outcomes. Based on transfer data from the 2013-14 student cohort who transferred to the University of Arizona (UA) in 2014-15 and who took subsequent courses in like disciplines, the average success rate of Pima students was only three percentage points lower than the average rate for all University of Arizona students. The success rate varied greatly depending on the discipline, and in more than half of the disciplines, the average success rate of Pima students was actually better than that of the UA students.

In addition to the statewide transfer system, PCC maintains close relationships with the three state universities, as well as with several other transfer partners. Since most students who wish to earn a bachelor’s degree transfer to the University of Arizona, much of our transfer curriculum aligns most closely to theirs. A few specific programs, such as Social Services and Hotel & Restaurant Management, are not offered at the UA; in those cases, we align our curriculum with schools that offer similar programs.

Pima’s courses and programs are regularly reviewed by the discipline faculty, the College Curriculum Council, and Academic Quality Improvement. All of the College’s courses are required to be reviewed, and updated, if needed, at least every five years. Programs undergo review every four years, and may choose to do so more frequently, or may be required to do so more frequently because of program accreditation or external agencies (such as Nursing and Education). The information from program review, advisory boards, and university requirements for transfer programs informs decisions to revise, update, or delete courses and programs of study.

Pima recently implemented guided pathways, and as part of that initiative, the faculty benchmarked courses and programs with other community colleges and state universities with similar processes. As a result of this benchmarking, some of our courses have undergone modifications to the course credits, prerequisites, and/or learning outcomes. Some of our degrees and certificates were also changed to better align with transfer institutions or to benchmarked community colleges. The guided pathways implementation has inspired our faculty to conduct more focused reviews of their courses and programs, program outcomes, and semester planning.
3.A.2 The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

Pima Community College offers both credit and clock-hour programs, and programs for direct employment and those for transfer. Career and Technical Education (CTE) programs are offered in both the credit and clock-hour arena, and are designed to lead to employment in a program-related area. The Associate of Applied Science degree is available for credit; transfer programs are designed to match, as closely as possible, the first two years of a bachelor’s degree in specific areas of study. The College offers an Associate of Arts degree, an Associate of Fine Arts degree, an Associate of Business degree, and an Associate of Science degree. The specific course requirements for each program are identified in both the Pima Community College catalog, as well as in the online listing of credit programs and degrees.

In addition to the broad goals of employment or transfer, each program has specific learning outcomes. These program learning outcomes (PLOs) are available online as links from each program web page. For program areas that have multiple awards (e.g., one or more certificates and a degree), the PLOs vary 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).

Pima Community College offers courses in a variety of delivery methods, locations, and length of time, in order to meet the needs of our students. It is critical that our courses and programs be consistent, regardless of where or how they are offered; the College has a number of mechanisms in place to ensure this uniformity.

Centralized Curriculum

Curriculum is centralized at Pima, rather than being a function of a particular campus or division. All courses and programs go through review and approval by a number of constituents, including the discipline faculty, the College Curriculum Council, the District Curriculum Office, the Office of Academic Quality Improvement, and the provost. Each course has common Course Learning Outcomes (CLOs) and course outlines, along with a standardized course description. This information is found in the Course Content Form, the originals of which are housed in the District Curriculum Office, and are readily available for review by faculty, students, and the public. They are also accessible online, in a link from each course listing. These content forms establish a district-wide standard for each course, whether it is offered face-to-face, online, through dual enrollment, self-paced, or at an off-site location.

Standardized Syllabus Templates

To further ensure consistency across the College, Pima has been using standardized syllabus templates since Spring 2016. A Syllabus Work group was formed in Fall 2015, comprised of faculty and academic services staff, to provide feedback to the provost on how to improve syllabus templates. The information in the syllabus must follow the Annotated Syllabus Template. A template for each PCC course is created and posted to the Intranet by the District Curriculum Office to provide further assurance that standard course information includes the approved curriculum in all courses across the district, regardless of course modality. In addition, Discipline Coordinators and Department Heads review syllabi, to check for consistency.
**Online Master Courses**

PimaOnline, the distance education division of Pima Community College, manages and maintains online master courses in collaboration with the Center for Learning Technology (CLT) staff. Master courses are developed by a faculty Subject Matter Expert (SME), by the PimaOnline faculty Department Head, and by a design team from the CLT, following best practices in online teaching and learning. All adjunct faculty members and some full-time faculty members copy the master course and teach from it each semester. Any modifications to the course description, syllabus, or learning outcomes are communicated to the CLT staff and the PimaOnline Department Head, who ensure that master courses are constantly updated. Faculty who choose to design their own online courses must utilize the PimaOnline Course Development Guide.

PimaOnline is an active member of the Quality Matters (QM) statewide consortium. PimaOnline staff and faculty members employ the foundational elements of QM quality assurance to develop the quality review rubric and process. Quality Review is an ongoing, comprehensive, continuous improvement process piloted in Spring 2017. Since that time, faculty and staff have completed 33 online course reviews and have implemented subsequent improvements; another nine are scheduled to be reviewed in Fall 2018.

**Dual Enrollment Programming**

Dual enrollment courses are offered by Pima at a number of locations in Pima County. In 2017 Pima hired its first Director of Dual Enrollment to provide district-wide oversight of dual enrollment and high school partnerships. The dual enrollment faculty are hired by PCC faculty typically on a zero dollar contract, and the faculty qualifications for these courses are the same as for any Pima course. Pima also has faculty liaisons, or PCC Dual Enrollment Discipline Coordinators, who are charged with reviewing and approving dual enrollment course syllabi and course materials, meeting with the instructor at the beginning of the semester, class observations, and other responsibilities as defined in the Dual Enrollment Handbook (pages 11-12), the Dual Enrollment Discipline Coordinators Checklist and the Site Visit Report.

**Contractual Arrangements**

College courses may be offered in collaboration with local businesses and industry via contractual or consortium agreements. All such courses are taught by certified faculty utilizing the common syllabus. A checklist was recently developed to ensure that courses offered through contractual arrangements adhere to all applicable PCC policies and procedures. The document addresses items such as identifying qualified adjunct faculty, syllabus approval, classroom visits, attendance tracking, and common assessments/rubrics.


The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. 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. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

**Argument**

3.B.1 The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

All educational programs at PCC strive to demonstrate that intellectual inquiry, acquisition, application, and integration of broad learning and skills are exercised. The exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to all programs and can be displayed through PCC’s general education outcomes.

Students who earn an Associate of Arts, Business, Fine Arts, or Science degree complete the approved statewide general education block, or the Arizona General Education Curriculum (AGEC) as part of their degree requirements. This is comprised of a minimum of 35 credit hours of general education in the following areas: English Composition, Humanities and Fine Arts, Mathematics, Biological and Physical Sciences, Social and Behavioral Sciences, and other requirements.

Students who complete occupational or workforce response degrees, Associate of Applied Arts, Associate of Applied Science, or Associate of General Studies degrees, must also complete a minimum of 15 credits of general education courses in the following areas: Communication; Arts and Humanities; Social and Behavioral Science; Science and Mathematics; and other requirements.

3.B.2 The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. 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.

**Purposes**

Pima Community College’s general education requirements are articulated on the College website and in BP 3.35 General Education. An educated person should demonstrate a lifelong commitment to education, with an appreciation of oneself, including one’s history and culture.
To achieve the College's general education aims, transfer students must complete the Arizona General Education Curriculum (AGEC). The AGEC is a block of 35 to 37 credit hours of coursework that fulfills the lower-division general education requirements for all of Arizona's community colleges and state universities. Based upon the intended university major, students choose from one of three AGEC pathways.

**AGEC Categorical Requirements:** (page 70) For each pathway, students must take coursework in the categories of English Composition, Mathematics, Arts and Humanities, Social and Behavioral Sciences, Physical and Biological Sciences, and other requirements.

**AGEC Special Requirements:** (pages 70-78) Within the above 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" or Global Awareness requirement. The Intensive Writing and Critical Inquiry requirement is fulfilled by courses taken after completing the first semester of English Composition. These courses involve the development of competence in written discourse and involve the gathering, interpretation, and evaluation of evidence. Cultural Diversity, or "C" courses emphasize ethnic, race or gender awareness, and Global Awareness courses emphasize global/international awareness.

In order to ensure that our general education criteria remain relevant and current, the General Education Committee (Page 14) has reviewed and revised the AGEC special requirements and is in the process of reviewing and revising the AGEC Categorical criteria. The criteria are used by discipline faculty when they complete the general education course forms for, and by the General Education Committee when they review, courses submitted to meet specific general education category requirements.

**General Education Learning Outcomes**

The current General Education Learning Outcomes (GELOs) were developed by the General Education Committee and were designed to define general education: to help students to gain an understanding and appreciation of themselves, their history, and their culture; to learn history and culture of humanity; and to appreciate the principles and impact of mathematics, science and technology, as well as the tenets of effective communication.

**General Education Outcomes**

Some of Pima's General Education Learning Outcomes (GELOs) are integrated in PCC certificates; all of them are integrated into AAS and AGS degree programs. These outcomes supplement and/or complement program learning outcomes (PLOs) within specific degrees and certificates.

**3.B.3 Every degree program offered at PCC strives to engage students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.**

Every degree program offered at PCC strives to engage students in collecting, analyzing, and communicating information. PCC is progressing towards all programs assessing general education outcomes through curriculum mapping. Institutional degree programs involve students demonstrating mastering modes of inquiry and developing skills adaptable to changing environments.

Through the Arizona General Education Core (AGEC) distribution requirements students learn how knowledge is created in the social and physical and natural sciences, the humanities and the
fine arts. Each program or concentration is meant to help students master a more focused area of inquiry.

PCC’s Clinical Research Coordinator (CRC) Program serves as a prime example of how the colleges’ degree programs engage students in the behaviors listed in Sub-component 3B3. Students learn to manage clinical research trials involving human subjects. Inquiry is an important component. CRC’s Program Map indicates how each course is mapped to the program outcomes statements and the general education outcomes. The map also indicates where in the program these statements and outcomes are introduced, reinforced, and assessed at the proficiency level.

3.B.4 The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

All students who earn a degree at Pima take courses that focus on diversity as part of the general education requirement. The AGEC requires students to complete courses that focus on cultural, diversity and global awareness. Students seeking an associate of applied sciences degree or an associate of general studies degree are exposed to a wide range of cultural, social, and ethnic viewpoints or global awareness course in their general education coursework. 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.” Beyond the general education requirements, students can always take courses which explore diversity as electives for occupational or transfer programs, or for personal interest.

The Center for International Education and Global Engagement (pages 5-7) focuses on the college’s effort to bring the world to its students, a world driven by global economy and challenges that transcend national borders and also on Internationalization.

In July of 2018, as part of the college administrator restructure, Developmental Education was moved under the Vice President of Adult Education and the one administrator is now housed at Community Campus. A Developmental Education Interim Report discusses the work the College has completed in this area over the last three years.

3.B.5 The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs 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.

The Faculty Speakers Series provides a venue for faculty members to share research with colleagues and members of the community. The College also supports events that allow instructors to share pedagogically-focused research, including Teaching Strategies Workshops and Professional Development Days. The College also publishes the Cababi, an art and literary magazine featuring work from PCC faculty and staff.

PCC’s students supplement their educational experience through a variety of opportunities that allow them to conduct research and produce original creative works.

- Pima hosts an annual Social Science Symposium, offering students an opportunity to present original research, based on their work in capstone courses, such as Research Methods in Psychology.
The College publishes SandScript, an annual art and literary journal that features poetry, prose and visual art created by Pima Community College students. The magazine is staffed entirely by PCC students who work with a faculty advisor.

The Fine Arts programs in Music, Theater Arts, and Dance at the West Campus showcase students’ creative work in a series of plays, concerts and performances throughout the year.

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 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; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.

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

4. 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.

5. Instructors are accessible for student inquiry.

6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1 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; establishment of academic credentials for instructional staff; involvement in assessment of student learning

Full-time faculty at PCC are responsible for both the classroom and non-classroom roles as outlined in the Faculty Personnel Policy Statement. As reported in the January IPEDS report, Pima Community College has 285 full-time faculty (page 17) and 763 adjunct faculty (page 29) for 2017-2018.

Although the College employs a significant amount of full-time faculty and adjunct faculty to deliver a majority of PCC’s courses enrollment declines and expenditure limitations has led to a reduction in force. The College chartered a Faculty Reduction Collaborative Team (FACT) to develop the criteria through which the reduction will be made and to then leverage the criteria to recommend the specific faculty positions to be eliminated.

Curriculum Oversight

Faculty have long overseen the College’s general enrollment credit curriculum through College Discipline Area Committees (CDACs) (pages 3-6) and the College Curriculum Council (CCC). (page 6). 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 Procedures Manual serves as the guiding document. For establishment of academic credentials, please refer to Core Component 3. C. 2. For further information on faculty involvement in assessing student learning, refer to Core Component 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 that is relevant and appropriate for students pursuing certificates and associate degrees. All instructors are provided syllabus templates and required to provide expectations for student learning, including, but not limited to: prerequisites, co-requisites, recommended coursework, number of hours spent on course work, whether materials are mandatory, recommended or optional, explicitly state course learning outcomes, course schedule, and grading policy in the syllabus.

**Establishment of academic credentials for instructional staff**

PCC follows HLC faculty qualification guidelines and internal equivalency to the faculty minimum qualifications standards to certify faculty for academic transfer positions.

**Involvement in assessment of student learning**

All PCC faculty are involved in the assessment of student learning. Faculty and staff participate in all levels of the assessment cycle, and Discipline Leaders oversee academic assessment activities. 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. For more information, see core component 4.B.1.

**3.C.2 All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.**

All faculty job descriptions have minimum academic and/or work-related experience credentials. The credentials are the same for full-time, adjunct and dual credit instructors. The college has certification criteria in all subject areas to make sure instruction is carried out by qualified faculty and known as the Faculty Minimum Qualification Requirements (Pages 2-3). They are determined by the faculty in a subject area, often through the CDACs (College-wide Discipline Area Committee), and approved by the provost and campus presidents. The Faculty Minimum Qualification Requirements determine what classes instructors can teach, depending on their degree or credits in a given field. The criteria are the same for dual enrollment instructors and instructors teaching any course in any modality offered by the college. Faculty can be certified in Transfer, Developmental, and Workforce/Occupational classes. These qualifications have been assessed to make sure courses can transfer when taught by our faculty, and updated to meet all HLC guidelines.

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

A major change for 2017-18 is that the faculty evaluation process system is moving into an online portal environment called MyCareerCenter. Another significant change is that many faculty will be evaluated by the Department Head rather than their Dean or Vice President.
All full- and part-time faculty are evaluated by the department head or dean annually. Full-time faculty are evaluated via a Full Cycle review.

The full cycle review occurs every three years, unless the faculty are new, in which case it’s every two years. Faculty on a performance improvement plan are reviewed annually, condensed cycle), until the plan is no longer in place. All faculty members must submit annual goals every year, via My Career Center to be approved by a department head or dean.

Faculty in full cycle must complete a teaching and learning demonstration that includes peer-to-peer classroom observation or a materials review, and a consideration of student evaluations. They also complete a self-reflection form.

In the spring, all full cycle faculty participate in a collegial conference, to review goals and evaluations with a supervisor, who uses a Faculty Evaluation Rubric, for minimum requirements regarding performance as well as teaching and service.

Part-time faculty are also evaluated by department heads, using an Adjunct Faculty Evaluation form.

3.C.4 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.

According to the Faculty Personnel Policy Statement (page 10) faculty “shall remain current in his or her discipline and curriculum by engaging in lifelong learning and in professional development activities designed to enhance his or her skills, abilities and knowledge.” The college supports faculty professional development and life-long learning in the following ways:

Conferences

Professional enrichment funds (page 2) are available to faculty every year to attend local and national conferences, 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 $4,000, that covers coursework, professional materials, memberships, and training, as well as supplementary costs for such training (books, certifications, and other publications). It also covers registration fees, as well as travel expenses to workshops, conferences, and seminars, that faculty may either attend or give presentations.

Training

The college sponsors ongoing and stand-alone trainings, workshops, seminars and conferences. For example, All Faculty Day, held each January, is an annual professional development and continuing building event developed by Faculty Senate’s Professional Sub-Committee and supported by the Office of the Provost.

Sabbaticals

Pima offers sabbatical opportunities (page 2) to full-time faculty to help foster individual, group and institutional development so that faculty can help achieve the College mission. The Faculty Professional Development and Sabbatical Standing Committee oversees the Sabbatical Program, the Faculty Exchange program, and the Professional Enrichment Recognition Award. The committee is responsible for conducting annual workshops and educational sessions for faculty interested in applying for sabbaticals, as well as providing non-monetary resources for applicants. 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. They review sabbatical
proposals, and make recommendations to the board and to the chancellor. The committee reviews faculty exchange assignments for compliance with program guidelines and also recommends the best for approval by the Board and the chancellor. They oversee the formulation of guidelines for these programs, to ensure compatibility with College goals and policy, and they determine recipients of the Professional Enrichment Recognition Award (page 8).

3.C.5 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.

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 hours during the work week.

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

3.C.6 Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development

The college encourages and provides opportunities for 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. 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 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 OED offer 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.

Tutors

Tutors are appropriately qualified. Tutors attend CRLA training (page 6) to become certified.

Financial Aid Advisors

Financial Aid advisors provide specialized financial aid advising services and the majority hold college degrees.
Academic Advisors
Counseling faculty and program advisors are providing assigned advising to student caseloads. All counseling faculty hold master's degrees. Program advisors are assigned to the academic divisions and all program advisors hold a bachelor's degree or higher.

Co-curricular activities staff
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 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 programs 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, museum collections, as appropriate to the institution's offerings).

5. The institution provides to students guidance in the effective use of research and information resources.

Argument

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

Pima Community College is a comprehensive, urban community college that serves a diverse student population; thus, student services must address a wide range of needs. Student Affairs provides career services, general academic advising, financial aid advising, counseling services, testing centers, Accessibility and Disability Resource (ADR) services and veterans services. PCC has used nationally-normed surveys, the Community College Survey of Student Engagement (CCSSE) and the Survey of Entering Student Engagement (SENSE) to measure student satisfaction and perceptions of support services. PCC administered the SENSE in 2011, 2014, and 2017 and CCSSE in 2011, 2014 and 2018. As part of the mission KPIs, student responses to the CCSSE question "How much does this College emphasize providing the financial support you need to afford your education?" were less favorable than for other colleges (page 8), leading to the addition of goal 1.4 (page 6) in the 2017-2021 Strategic Plan. Student services centers are open more than 40 hours each week at PCC campuses, and the College also provides virtual student service support 24 hours a day, 7 days a week.
PCC also tracks results (page 17) for developmental education that indicate growth in student satisfaction in Engaged Learning and significant growth in providing an Effective Track to College Readiness.

**Career-focused programming**

Career services provide career planning, and job search strategies and tools. Career counselors provide resume building, career and personality assessment tools and results interpretation, as well as interview preparation. Adult Basic Education for College & Career (ABECC) embeds the Arizona Career Information System (AzCIS) (page 13) into courses to support contextualizing the content with current career information. The College also provides Career Cafés. These events were offered at Desert Vista, East and West campuses, serving approximately 400 students in 2017 and 2018. At the Cafés, students receive valuable information on resumes, cover letters, interview tips and access to electronic resources. Survey results have been collected on these efforts, however we are in the beginning stages of analyzing the data through our eLumen Assessment Management System.

**Academic advising**

Academic advisors utilize an academic advising syllabus document to support students in the investigation of programs, enrollment and registration processes. ABECC utilizes college and career navigators at four sites to bridge students into the College and into careers.

**Financial aid counseling**

Financial aid services are located at each campus within the student service centers. Virtual options exist as well to support student financial aid application process or disbursement questions.

**Counseling**

Educational support faculty counselors at each campus provide both academic advising and counseling services and teach the College's Student Success courses.

**Testing services**

Each campus provides access to free of charge testing services for placement and proctored testing for online courses and students that require accommodations. Several campus testing centers provide access to CLEP tests and the GED test for high school equivalency.

**Accessibility support**

Students requiring accessibility support can visit any campus ADR office. The staff in ADR provide accommodation recommendations for students, support the accessibility of college documents, and assist with faculty creating courses with universal design principles. Student satisfaction survey results (pages 8-9) indicate the program is meeting the needs of the students.

**Veterans advising**

Veterans services provides veteran specific advisors at each campus. These advisors support veterans students with Veterans Affairs Educational Benefits, college advising, and general financial aid questions. 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 designates space for active military and veteran students.
3.D. Computers, tutors, transfer support, and quiet space provide veterans essential student success tools.

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.

The College provides learning support and developmental education coursework to address the academic needs of its students. Students are directed to courses through a placement process that includes both a placement test (Accuplacer) and a multiple measures approach. Course and program prerequisites, combined with placement bands and cut scores direct students to the appropriate courses. Evidence from the recent SENSE survey indicates the college is providing an effective track to prepare students for college coursework.

Preparatory coursework is offered in mathematics, reading and writing at multiple levels to strengthen basic skills and knowledge. Adult Basic Education for College & Career (ABECC) provides preparatory coursework for high school equivalency (HSE) testing allowing students to prepare for an HSE examination. The programs include contextualized instruction focused on college and career readiness. One example pairs college students preparing to enter credit level mathematics with ABECC students preparing for the GED in a Math Bridge (page 3) course. ABECC also partners with academic programs in Integrated Basic Education Skills and Training (IBEST) models to provide just-in-time foundational skills support embedded in academic programs. The Medical Assistant Certificate program is the most recent IBEST program to be offered to students.

Developmental coursework is offered at each campus, in mathematics, reading, and writing. The Mathematics division offers three semesters of coursework for students placing at the lowest level. A majority of the students place at the second level, elementary algebra, or above. These courses are offered in three modalities, face-to-face, online, and in a self-paced computer laboratory environment known as an emporium. Success rates have increased in the face-to-face modalities in elementary and intermediate algebra, improving by 15 and 8 percentage points respectively from fall 2014 to fall 2017. Reading offers a two-semester sequence at the developmental level, and writing now has just one level of developmental coursework, with a new, integrated reading and writing course for our lowest level students.

The College added a new course for entry-level students that combines student success application skills, basic skills in math, reading and writing, digital literacy, and interdependence. Integrated College Skills courses provide the most academically at-risk students a first step towards successfully completing college goals. Reading and writing developmental courses have historically mirrored success rates in the respective credit-level courses. Since most students place into developmental mathematics, we are focused on the persistence to and through developmental mathematics. The College invested in a math emporium model in 2012. A faculty leadership group overseeing the emporium model has decided to eliminate the modality based on evidence provided from Institutional Research Planning and Effectiveness. The teach-out of the course began in fall 2018, with off-ramping of students that have not completed the modules to occur in summer 2019. Parallel curriculum has continued in the traditional face-to-face classroom for mathematics. Course success rates have steadily climbed in elementary algebra, with a significant increase from a 40% success rate in fall 2014 to a 55% success rate in fall 2017.

We have implemented curriculum adjustments to shorten the developmental pipeline, without sacrificing prerequisite skill building, by aligning course learning outcomes and working with
the University of Arizona to ensure the courses would transfer as program requirements. Two significant curriculum changes that shorten the developmental pipeline for students placing into developmental education are the co-requisite concept studio course for first year composition, \textit{WRT101S} (page 5), and a quantitative literacy course, \textit{MAT141/142} (page 16). In both courses students are accessing and successfully completing gateway math and English courses in shorter time.

Learning Centers at each campus provide holistic assistance for students. With over 100 tutors vetted in the College Reading and Learning Association’s International Tutor Training Program Certification, we offer students trained tutors in more than 20 subject areas (page 7). In 2017-18, Learning Centers interacted with 25.7 percent of the unduplicated headcount of the college. Students visiting the Learning Centers succeed and persist at higher rates (pages 10-11) than those that do not.

PCC students taking courses in any modality may also utilize the online synchronous and asynchronous tutoring services available through NetTutor. NetTutor (page 20) provides trained tutors in a variety of disciplines and academic programs. Students begin with 10 hours of tutoring per semester and may request additional hours. NetTutor became available to students in January 2017 in D2L Brightspace.

The College’s process for directing entering students includes a robust placement process and new student orientation. The placement process begins with determining if relevant recent student data from high school or high school equivalency will support placement into developmental or credit-level courses. The process, \textit{multiple measures placement} (page 4-5) is moving out of a pilot stage and into a full-scale implementation for the fall 2018 semester. For those not utilizing background information, a mandatory \textit{pre-placement tutorial} (page 4) provides background information on the placement tests, how the results affect placement, the testing environment, and tools for practicing the content. Students are provided a free opportunity to enhance their math, reading and writing skills in \textit{placement preparation activities}. These activities have expanded and adjusted to student needs since its inception in 2015.

\textbf{Interim Report}

The \textit{interim report} reviews the concerns expressed in the March 2017 letter from the Higher Learning Commission to Pima Community College. Placement activities have expanded to provide incoming students with clearly defined and communicated opportunities to be placed into the appropriate coursework. The first communication post-application provides a clear process. Student actions follow and may include \textit{Multiple Measures placement} (page 4) conversations or preparation for taking the Accuplacer placement tests.

The College’s developmental courses and gateway math courses have experienced gains in \textit{course success rates} (page 8). Curriculum redesign and \textit{professional development} (page 9) activities targeting best practices in student success have strengthened the developmental experience.

Professional development has included use of the College’s new early alert tool. After reviving a basic, homegrown tool, the efforts shifted to new software that was included as part of the caseload management and proactive advising software. The new system provides students with a comprehensive network of support. Faculty input, through the use of flags and kudos, is received and distributed in the system. Students and advisors now receive relevant and actionable information from faculty in one common system. The College scaled the use of the \textit{early alert tool} (page 10) in fall 2018, including over 300 sections of developmental courses.
3.D.3 The institution provides academic advising suited to its programs and the needs of its students.

The College provides academic advising through program advisors, counselors, program information sessions, and guidance tailored to specific student subgroups. Program advisors and counselors are available at campuses across the district, and both groups offer guidance to students about college programs. The program advisor concept started in the fall of 2017, with meet and greet sessions for students and staff. Program advisors work with students who have selected a program within the advisor’s area of expertise. To support the program decision-making process, program advisors offer group advising sessions, providing detailed information and opportunities for students to investigate program fit. The sessions are designed for students interested in or currently enrolled in programs of study within the respective academic divisions.

Accurate student advisement is key to student success. The College employs full time enrollment advisors (Advanced Specialist and Program Advisors) for general and program specific advising. Additionally, some faculty members advise students in their discipline. To increase access to advisement services, PCC provides alternatives to traditional one-on-one individual meetings such as group advising sessions.

Counselors work with undecided students. A career and personal interest effort occurs in the first semester of enrollment, with an emphasis on declaring a major by the end of the term. Counselors also provide New Student Orientations, a mandatory step in the first semester of enrollment, in which students receive personalized advising, placement information, course options, and a general overview of resources available to students. An online version of the mandatory orientation is provided as an option.

Active military or veteran students have additional support provided by the College’s Veterans Center. Staff at the center help students navigate VA educational benefits, connect students to other veteran services in the community, and strengthen students’ knowledge of College processes and procedures. A mandatory orientation for veterans provides an overview of available support.

College students interested in career training programs have access to advising support through the office of Center for Training and Development. Placement preparation, career counseling, and job placement activities support student success in these programs.

The College is utilizing a new tool, PimaConnection, to support communication between staff, students, and faculty.

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, museum collections, as appropriate to the institution’s offerings).

**Technology**

The College provides the technology and facility resources to support effective teaching and learning. Instructional technology is abundant at each campus in the district. Desktop computer labs, laptop carts, active learning classrooms, and smart boards enhance the learning spaces at each campus. Tech Corner provides just in time support for students and staff with login, software and hardware challenges. Wireless internet access is available at each campus. Students and faculty have 24 hour access to support for the online student portal and learning management system.
Science labs

Forty-seven science laboratory spaces are scheduled throughout the year across the five campuses. The College offers laboratory courses in astronomy, biology, chemistry, engineering, geology, micro-biology and physics.

Libraries

The campus libraries support general education classes in the arts and sciences, as well as collections supporting courses specific to each campus. Some magazine, newspapers, DVDs, audiobooks, and popular literature are also available. The College’s libraries provide access to a collection of over 330,000 books, 60,000 electronic journals, and 30,000 e-books. The libraries had over 23,000 reference questions and consultations and 547,000 visits to the library in 2016-17.

Performance spaces

Performing arts spaces include: Recital Hall (capacity around 85), Black Box Theater (capacity around 150), and the Center for the Arts Proscenium Theater (capacity around 420). In addition, the college has a large ensemble rehearsal space and the Dance rehearsal spaces.

Recital Hall

- Used for student recitals, faculty and guest recitals, lectures, and rehearsals
- Six student recitals per year (three per semester), two opera scenes/musical theater productions, several guest artist recitals, several art gallery lectures, assorted classes rehearse in the space such as the choirs and the opera scenes/musical theater workshop course.

Black Box Theater

- Used for theater performances, theater teaching, set construction, rehearsals
- Two student productions per year, daily courses in acting, stagecraft, lighting, and scene design are taught in the space. The productions have regular rehearsals in the space.

Proscenium Theater

- Used for music, theater, and dance performances, guest performances, rehearsals, rental groups
- The student productions include two theater productions – one is a children's play, the other a musical. There are also four band concerts, four choir concerts, two jazz ensemble concerts and six dance productions. Many other events are scheduled including other community performance groups, graduations and lectures.

The three spaces all have equipment appropriate for support of effective teaching with computer and internet support, sound playback, wooden floors for various performance venues, varied lighting for performances, audience seating, and in the black box and proscenium spaces – second floor sight lines for the director booth to coordinate events. The proscenium theater also has a fully functional pit orchestra space for live musicals.

Clinical practice sites

More than 60 medical and/or dental clinics are involved with Pima's health-related programs. Locations are spread out over the greater Tucson-area providing a broad experience and ease of access for students.
3.D.5 The institution provides to students guidance in the effective use of research and information resources.

Librarians at Pima Community College provide research and information resource support in numerous ways. The research tutorials can be easily accessed from the College’s website. Librarians have also created more than 50 course and content specific resource guides that support student research projects. Each semester librarians routinely provide research workshops during class sessions and have embedded themselves in online courses, providing students with direct access to effective use of library resources.

The College’s general education outcomes and two composition courses, Writing 101 and Writing 102, include course learning outcomes related to research and information resources. The College’s general education outcomes also include an expectation of effective use of information resources.

Finally, Adult Basic Education for College & Career (ABECC) (page 22) partners with the Pima County library system to provide students with information and access to additional research support. The partnership begins with an introduction to librarians during the initial orientation to ABECC. Shortly thereafter, students schedule a library tour, obtaining a library card in the process. College librarians also visit ABECC classrooms, providing focused attention on research methods.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

2. The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1 Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

Co-curricular programming assessment results are shared in 4B.2.

Our newly-organized student affairs team has been coordinating efforts to create standard co-curricular assessment processes. A training meeting on this matter was convened in August 2018, for a work group representing counseling, student life, program advising and first year experience personnel, faculty leadership and deans in order to measure PCC general education student outcomes and student affairs co-curricular student outcomes. The process created an opportunity for academic affairs and student affairs employees to reflect upon the assessment data to close the loop for planning future events through the use of a new co-curricular reporting form. This completed template provides an example of the tool we have utilized Fall 2018.

In keeping with the mission, especially the focus on civic responsibility, community and continuing education, PCC offers a comprehensive and robust offering of student and community engagement activities appropriate for the diverse student body and surrounding community. Programming is offered through these various activities:
• **Emerging Leaders Program:** Highlights student success skills and helps participants identify their strengths and how they interact with others in academic courses, student organizations, and career development. Also, participants will strengthen their individual leadership experience by guiding the student through expanded topics in leadership including servant leadership, ethical leadership, articulating a vision and developing a personal leadership philosophy. Students are required to complete additional skills workshops, volunteer hours and the Leadership Development class.

• **Service Learning:** Service learning is a teaching and learning methodology that incorporates community service with academic instruction connecting theory to practice. Assessment is integrated in the academic curriculum through critical and reflective thinking. Students complete assignments identified in the individual syllabus for each course. Students identify learning goals from the syllabus and sign a service learning contract that is also signed by the faculty member and the site supervisor. The Honors in Action Project requires students to conduct research on a specific topic that they can transform into a project that furthers the public good.

• **PCC and the Tucson chapter of Habitat for Humanity** is giving PCC students a unique opportunity to show off their schoolwork. Those enrolled in CAD 155 have the opportunity for the housing designs they create in the class to be built in real life. CAD 155 aims to teach students beginning level Computer-Aided Design (CAD) of single-family detached dwellings. Designing homes for Habitat for Humanity presents students with unique problems not seen in other designs.

• **J.A.D.E. Program:** A retreat format focusing on (Justice, Advocacy, Dialog, & Empowerment) designed for students that already have a foundation of leadership skills. Students will spend three days and two nights at an off-campus location, typically a location in the Santa Catalina Mountains. The topics addressed during the three-day retreat will include: social justice, power and privilege, empowering others, and taking action. In 2017, 42 students completed pre and post assessments regarding these topics and over 90% reported having more awareness regarding personal positionality regarding social justice, so the 2018 event will strengthen those activities in response to these data.

• **Aztec Gold Program:** An advanced leadership program for students who have already developed foundational leadership skills. In Aztec Gold, students will learn the principles of leadership theory and apply it to social change projects. Spring 2018 survey data show all 12 participants completed surveys and a leadership action plan. As a result of these assessments, students will meet 2018-19 academic year to lead a high school leadership conference in Spring and their social change projects will be the service projects that the high school students develop during the conference.
• **The TRiO Student Support Services (SSS) Programs**: Provide student support services that address the goals and objectives per Department of Education stipulations. The project strategically leverages institutional programs and services and supplement them to ensure that SSS participants are retained, remain in academic good standing, and persist to graduation and/or transfer to a university (the three objectives). SSS provided all required services and many of the permissible services in a developmental sequence. Each semester of a participant’s experience builds upon the skills developed in previous semesters while continuing to provide each participant the level of academic assistance and personalized coaching he or she needs. Quantitative data is continually gathered to measure and assess the program and each student’s progress through each semester and the year. The program is formally evaluated through the submission of an **Annual Performance Report** to the Department of Education at the end of each year.

For the Commit to College Welcome Event, 185 students participated and 11% of students completed surveys indicating the event developed students’ critical thinking skills and academic, career and transfer skills.

For the Suicide Awareness and Prevention event, 67 students participated and completed surveys with 100% of respondents developing critical thinking skills, and able to identify mental health factors impacting suicide and strategies for support.

For the **Hispanic/Latinx Heritage/Anzaldua Celebration** event, 119 people participated with 36 students completing surveys. Over 90% of the students surveyed reported they learned something they could use to achieve their academic goals, and were able to identify one or more co-curricular learning outcomes.

Additional co-curricular activities include:

- **Athletics**: The College sponsors 14 athletic teams with a majority of the teams competing at the West Campus athletic facilities. Football and soccer utilize a local sports park that supports professional and semi-pro teams throughout the year. All sports are supported by a fitness space and training room located at West Campus.

- **Clubs**: Pima sponsors 30 active student clubs relating to common interests and backgrounds, workforce programs and community service.

- **Arts**: Pima encourages music, art, and theater participation providing opportunities for student productions and community activities. (See 3.D.4 for descriptions of these programs and activities.)

### 3.E.2 The institution demonstrates any claims it makes about contributions to its students’ educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

The Pima Community College **Honors Program** offers students the chance to go beyond the General Education curriculum, further deepening their skills in collecting, analyzing, and communicating information with the support and mentoring of faculty and the campus honors coordinator. Specifically, the Honors Program offers academically excellent students a variety of enrichment opportunities, such as **scholarly research**, writing, critical reflection, argumentation and collaboration, as well as an exploration of their understanding of **cultural diversity in local and global contexts**.

- SSV-TRIO-Student-Support-Services-Grant-Report-2016-17--102879.pdf
3.S - Criterion 3 - Summary

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

Summary

As specified in the mission statement, PCC academic transfer, career and technical education programs, support services, and co-curricular experiences all provide students with high-quality education. Quality processes are in place to ensure that courses are current and learning outcomes are consistent across the College. The college performs quality checks to ensure appropriate levels of student performance, and program quality and learning goals are consistent across all modes of delivery and all locations.

PCC recognizes an opportunity for improvement exists in advancing its work within this criterion by fully implementing its new assessment management system to collect and analyze results to support a more rigorous co-curricular program review process. Co-curricular programs will have real-time data to support programmatic improvements and decision-making, annual goal setting, and active pursuit of improved student success outcomes outside the classroom. These outcomes will provide support and resources that expand internship opportunities for students and allow students to experience hands-on training.
4 - Teaching and Learning: Evaluation and 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.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.

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 assure 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 assures 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 assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

[Page numbers refer to PDF pages, and not the page numbers indicated in the document.]

4.A.1 The institution maintains a practice of regular program reviews.

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 ensures alignment of program design with institutional goals. Comprehensive approval procedures for curricular changes for programs ensure alignment of program design with institutional goals.
PCC’s processes for program review have recently improved, and now include six key performance indicators: enrollment, persistence, retention, fiscal viability, awards/graduates, and job viability. Annual data are now being collected and distributed on four of the six (enrollment, persistence, retention, and awards/graduates). Our goal is to include fiscal and job viability performance indicators by Fall 2019.

The Office of Academic Quality Improvement compiled and distributed three academic years of information for comparison and trend analysis in 2017, to programs in review. Information from program advisory committee (pages 5-6) and program specific data are utilized 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 need. By Fall 2020, data will be analyzed to include enrollment/FTE, FTE to full-time faculty ratios, cost per FTE, and completion/positive placement rates for CTE programs.

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 has regularly responded to data, particularly enrollment and completion figures, to address the viability of its programs. According to Pima Administrative Procedure 3.25.02, inactivation of a program of study may be recommended, based on one or more indicators.

In 2018, as a result of these analyses, several programs have been targeted for mergers or elimination. Most recently, for example, programs that were not viable as stand-alone degrees were merged under the Associates of Liberal Arts. The Pharmacy Technician degree was inactivated; the Pharmacy Technician certificate program, however, was demonstrated to be viable.

**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. Pima also accepts credit through assessment of prior learning.

PCC accepts transfer credit from articulated programs in accordance with Administrative Procedure 3.21.01. PCC’s Office of Enrollment Services/Registrar 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 the entire academic history. Transfer credit is not awarded for courses completed at institutions that are not accredited. When necessary, the services of appropriate third parties are utilized for the evaluation of international transcripts.

If a student wishes to transfer coursework from other institutions, the coursework must appear on official transcripts mailed directly from the source institution to PCC’s Admissions & Records offices. PCC evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning. The institution has procedures that assure the quality (pages 1-2) of the credit it accepts in transfer.

Current and prospective students may access information regarding the transfer credit evaluation process, including evaluation of experiential and prior learning assessment, through Pima’s website and in the College Catalog. Beginning in fall 2018, there will be associated fees for experiential transfer credit.
4.A.3 The institution has policies that assure 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 Registrar’s Office. The College has policies that assure the quality of the credit it accepts in transfer. These policies clearly outline the number of credits a student must complete at Pima. The Registrar determines which credits transfer based on review, as discussed in 4.A.2. A student must complete at least 15 credit hours of coursework at the college to graduate with an associate’s degree, and six credit hours for a certificate; there are no exceptions.

In addition to policies for military, CLEP, articulation agreements, and experiential or prior learning assessments, 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 a statewide certificate 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 assures 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.

Faculty establish academic course prerequisites through the College Curriculum Council and develop student learning outcomes for both courses and programs. As part of the submission for course or program approval, the proposal must include the general education, course, and program learning outcomes. The learning outcomes are reviewed by the District Office of Academic Quality Improvement and District Curriculum and Articulation to ensure outcomes that are measurable, meet standards, and relate to course outlines (page 22). The initiation of Guided Pathways in 2018 has allowed us the opportunity to review most course and program learning outcomes. The Office of Academic Quality Improvement is currently implementing an Assessment Management System (AMS), eLumen. As utilization of eLumen becomes more widespread, student learning outcome revisions will be reviewed through an electronic workflow process.

The college maintains and exercises authority over the prerequisites (pages 19-20) and rigor (pages 12-13) of courses via curriculum processes (pages 4-6). Curriculum and Articulation Services oversees cyclical course reviews (pages 10-11) and course modifications. In addition, Arizona articulation and transfer maintains a course equivalency guide for the College, as well as for all in-state universities.

PCC follows HLC faculty qualification guidelines and internal equivalency to the faculty minimum qualifications standards to certify faculty for academic transfer positions. The adjunct faculty adhere to an application process located on the PCC website. For a degree earned from a college outside the United States may need to be evaluated by a foreign transcript evaluation service.

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

Programs with specialized external accreditation or certification are listed on the College’s website. These programs follow relevant standards for program quality and participate in the College’s program review process, to ensure program relevance, currency, and viability. These
programs pursue such accreditation or certification for a variety of reasons, including state requirements, meeting the needs of students and employers, and efforts to keep programs competitive in the marketplace.

Programs with specialized accreditation have advisory committee structures for monitoring systems aligned with their accreditation responsibilities. Goals for acquisition and maintenance of accreditation are integrated into the strategic planning process. For example, PCC includes the maintenance of specialized accreditation in the College’s most recent strategic plan (page 9). In addition, the newly implemented program review process aligns with external program assessment efforts to support specialized accreditation.

4.A.6 The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

PCC evaluates the success of its graduates in several ways. Approximately a third of new students entering PCC (page 4) each year will go on to transfer within six years and, therefore, PCC evaluates the success of its transfer students. Comparison reports for PCC and other state community colleges are also analyzed (examples include first year performance of PCC students and all Arizona students and new transfers graduation rate for PCC students and all Arizona students). In addition, employer feedback (internal college reports and third party reports).

Each area of the College also monitors student outcomes along the PCC pipeline, including grade distribution (for example fall grade distribution), course completion rates (for example, fall 2017, by race/ethnicity), persistence and retention (2015 starting cohort, 2016 starting cohort), and completion (five-year trend report, which includes credit and CTD completers and an example for a specific program) 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.

Institutional Research, Planning and Effectiveness (IRPE) have administered a Graduate Survey for many years. These alumni provide the College with information about their careers (page 21-28) and educational status, and how well PCC prepared them reach their intended goals (page 12). Some programs have an active Advisory Committee that provides feedback on the curriculum from an industry perspective. PCC employs 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 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’s degree. Students who complete the CEP program receive an associate’s degree (from Pima) and their baccalaureate degree, or some master’s degree credits, from the partner university, for returning baccalaureate students. One such partnership in CTE programs, for example, is for applied science and baccalaureate degree in nursing.

Pima’s advisory committees are essential for the development of high quality programs. Such committees focus on key performance indicators, including program curriculum and instruction (pages 6-7), employability, credential attainment, and strategic planning for programs. Advisory
meetings are held at least once a year. A new Advisory Committee regimen has been 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. We have meeting minutes, agendas, sign-in sheets from trainings, and committee membership lists. Also, significant focus on consistent use of policies and procedures and greater oversight and coordination. The College recently began focusing on improving advisory committee structure, participation, and seeking standardization across the College. The College hired an Automotive Education Consultant Specializing in NATEF/ASE Accreditation that provided training and development for administrators and key personnel who participate in advisory committees.


The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

3. The institution uses the information gained from assessment to improve student learning.

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

Argument

4.B.1 The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

Pima’s learning goals and general education curriculum support the institution’s mission, providing a foundation of broad knowledge that is relevant and appropriate for students pursuing certificates and associate degrees. The program, course, and general education outcomes are clearly linked to the college mission.

Pima Community College has undertaken several improvement initiatives that link assessment of student learning to the College’s Long Range Plan. These initiatives have led to improvements in general education, program, and course level assessment. Recommendations of the 2014 HLC Comprehensive Evaluation Team and Academic Quality Improvement feedback from SLO Days (pages 2-24) prompted the formation of a Student Learning Assessment Workgroup (SLAW) and the decision to join the HLC Assessment Academy.

The remaining interim report in this argument addresses the concerns expressed in the March 2017 letter from the Higher Learning Commission to Pima Community College, to demonstrate “that goals and measurable activities are clearly outlined and being conducted.”

The mission of SLAW, adopted in November 2016, was to research and strategize best practices in assessment of student learning and to recommend modifications. In addition, SLAW evaluated current college practices of data collection, analysis, reporting, and data usage to improve teaching and learning. The work of the Office of Academic Quality Improvement,
SLAW, and the HLC Assessment Academy Team is informed by the Plan, Implement, Measure, and Act (PIMA) Model. This is a four-stage strategy that allows Pima to implement its CQI cycle gradually, over a two-year period. This process has resulted in the development of an assessment handbook.

The Office of Academic Quality Improvement provides due dates and timelines for reporting cycles, as well as for training stakeholders on multiple aspects of assessment. In addition, new faculty members are provided detailed training, as part of the on-boarding process.

Faculty and staff participate in all levels of the assessment cycle, and Discipline Leaders oversee academic assessment activities. 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.

**General Education Learning Outcomes (GELOs)**
The General Education Committee reviews general education learning goals, oversees the general education curriculum, monitors assessment results, and suggests updates, where appropriate. GELOs are assessed by faculty throughout the College. We have used the HLC Assessment Academy project to pilot standardized methods of GELO assessment. College goals for Assessment Academy participation include:

- Engaging assessment to improve teaching and learning.
- Integrating general education assessment College-wide.
- Improving College-wide assessment processes.
- Linking these improvements to assessment and curriculum processes.

Pima’s general education project is in progress, and results are periodically provided to the General Education Committee to be deployed on a College-wide basis. Since the spring of 2017, faculty leadership for each program are responsible for selecting GELOs that align with their programs. Faculty were invited to participate in the HLC Assessment Academy project in general education assessment, which has been valuable to College efforts to assess GELOs by providing assessment academy reports with feedback from mentors and scholars.

**Program Level Outcomes (PLOs)**
Beginning in 2017, assessment plans and curriculum maps have included learning goals, measurable objectives, assessment points, assessment instruments, and performance thresholds, all developed by program faculty and faculty leadership. PCC monitors assessment plans and goals of all programs through a rubric developed by the Student Learning Assessment Workgroup (SLAW).

PCC utilizes a centralized repository to collect departmental reports and to monitor the progress of academic programs in implementing their assessment plans. For example, 85 percent of programs have made significant progress in completing outcomes assessment. Furthermore, 20 percent of programs have analyzed results from outcome assessments, used results to make changes to improve student learning, and re-assessed outcomes in order to determine the effect such changes have had on student learning. Thirty percent of programs have collected evidence, reported results, made adjustments to their programs based on results, and are in the process of re-assessing the modifications. Thirty-five percent of programs have collected evidence, reported results, and determined their assessment artifacts or learning outcomes are not appropriate and are modifying these deficiencies. Fifteen percent of programs have completed their program.
Course Level Outcomes (CLOs)
All courses at Pima Community College have course learning outcomes, identified both on the online course content form and in every syllabus, as dictated by course-appropriate syllabus templates. Each CLO is assessed at least once in a four-year cycle. For example, faculty have analyzed results from sixty percent of courses at the college, used these results to make changes to improve student learning, and re-assessed outcomes in order to determine the effect the changes have had on student learning.

eLumen Multi-Phased Timeline
PCC implemented eLumen as an assessment management system in October, 2017. Phase 1 of the pilot began in spring 2018 with six programs. An additional 20 programs are slotted for Phase 2 in fall 2018. In addition, all new programs and courses will automatically be enrolled into eLumen. (See Criterion 4.B.3)
eLumen provides a centralized, electronic system that will assist the college in the collection, aggregation, and reporting of SLOs and Program Reviews. Faculty can directly assess students in this system and eLumen will provide an easier, more seamless way to align outcomes across all assessment levels (GELO, PLO, and CLO) and to interconnect goals and objectives. It will also provide connections between assessment outcomes and budget requests. Finally, assessment information will become more readily available College-wide, making the collection and dissemination of SLO more transparent, which has been problematic in the past.

4.B.2 The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
PCC assesses the achievement of curricular activities, as discussed in 4.B.1. Academic Quality Improvement has determined the following:

General Education Learning Outcomes (GELO)
Our assessment of GELOs has been lagging behind PLO and CLO assessment. Additional programs and courses need to identify which GELO they are capable of assessing, so that they can contribute to the sparse, but growing, data set we already have. In the past, we used different GELO rubrics, which were designed in-house. PCC administered a GELO survey, whereby seventy percent of the General Education Committee participated, concluded these in-house rubrics were not appropriate. We continue to work with the Colleges HLC Assessment Academy mentor to refine this process, as well as to analyze each GELO with additional data points and to utilize the Association of American Colleges and Universities (AAC&U) rubrics in a more uniform way. Lastly, the data we received for our GELO on Diverse Cultural, Historical and Global Perspectives was scant, so we are making additional efforts to identify programs and courses to assess this particular outcome.

Program Learning Outcomes (PLO)
PLO assessment has become pervasive at the college, but the quality varies dramatically. Some PLO assessments are basic, others are outstanding; the majority fall along this continuum. AQI and SLAW have been working one-on-one with program faculty to help develop exemplary program outcomes and appropriate assessment evaluation reports. Another challenge has been that some faculty struggle to evaluate and make sense of their data. To remedy this concern,
AQI employs a data analyst who spends one-on-one time with program faculty to help design assessment instruments that will provide more useful data. In addition, AQI has developed a Program Assessment Plan to guide programs in executing assessments, especially for new programs that are in development.

Course Learning Outcomes (CLO)

CLO assessment has also become pervasive at the college, but again, the quality varies. Some faculty members, especially adjunct faculty, report inconsistent results, due to an unrealistic concern that the information will be used for performance evaluation and/or hiring decisions. AQI is meeting with all divisions at the College, as well as with individual deans, to dispel this pervasive myth. In addition, with the implementation of eLumen, faculty will be able to see that the reports the administration can access do not reflect data on individual faculty. Our challenge regarding CLO assessments is that in some disciplines, reports are submitted by one faculty member and do not include majority faculty participation. AQI is modifying the course reporting form to ensure that a significant number of faculty will be engaged in the discussion and analysis process. Lastly, the previous, faculty-designed CLO data collection interface was extremely limited; thus, the College’s transition to eLumen, which will dramatically improve the collection of CLO data. (See Core Component 4.B.1.)

Co-Curricular Assessment

Assessment strategies for Pima’s co-curricular programs have focused on participation levels, participant satisfaction, and impact on student success from a student engagement perspective, as noted in Criterion 3.E.1. During the past year, we’ve stressed the importance of incorporating student learning outcomes as part of the standard assessment in co-curricular programs. With the redesign of academic advising, for example, an Academic Advising Syllabus has been developed with clearly outlined student learning outcomes for the advisor and advisee to address during each meeting. The Student Senate Program has also developed clear student learning outcomes for their summer training institute, and the Emerging Leaders program has recently instituted clearly-defined student learning outcomes.

In the Summer of 2018, a new co-curricular assessment form was developed by a work group representing counseling, student life, program advising and first year experience personnel in order to measure PCC general education student outcomes and student affairs co-curricular student outcomes, and for the faculty, academic affairs, or student affairs employee to reflect upon the assessment data to close the loop for planning future events.

- Emerging Leaders Program: The College sponsors an emerging leaders summit annually, as well as conducting a satisfaction survey that offers feedback on the event and the workshops offered.

- Service Learning: Service learning is a teaching and learning methodology that incorporates community service with academic instruction connecting theory to practice. Many of the typical assignments involve a written reflective paper or journal and/or an oral presentation to demonstrate the learning that took place during the service learning experience, for example, the Honors in Action Project (page 3) Phi Theta Kappa, Pima’s Alpha Beta Chi chapter, participates in the Honors in Action Project. The project is designed to foster intellectual growth and opportunities for student extracurricular scholarship, leadership and service.
• **PCC and the Tucson chapter of Habitat for Humanity** is giving PCC students a unique opportunity to show off their schoolwork. Computer-Aided Design (CAD) aims to teach students beginning level CAD of single-family detached dwellings. Designing homes for Habitat for Humanity presents students with unique problems not seen in other designs.

• **J.A.D.E. Program**: A retreat format focusing on (Justice, Advocacy, Dialog, & Empowerment) designed for students that already have a foundation of leadership skills. The topics addressed during the three-day retreat will include: social justice, power and privilege, empowering others, and taking action. In 2017, 42 students completed pre and post assessments regarding these topics.

• **Aztec Gold Program**: An advanced leadership program for students who have already developed foundational leadership skills. In Aztec Gold, students will learn the principles of leadership theory and apply it to social change projects.

• **The TRiO Student Support Services (SSS) Programs**: Quantitative data is continually gathered to measure and assess the program and each student’s progress through each semester and the year. The program is formally evaluated through the submission of an [Annual Performance Report](#) to the Department of Education at the end of each year.

• **Tutoring**: The Learning Center analyzes data for the [Tutor-linked Courses](#) (TLC) program on an annual basis. This program was developed by Century College, White Bear Lake, Minnesota. PCC has adapted the model to align with institutional objectives for fostering student success.

This [completed template](#) provides an example of the tool we have utilized Fall 2018 for multiple events thus far such as the “Commit to College, Student Welcome”; the “Suicide Awareness and Prevention” Event; and the “Hispanic Heritage/Latinx/Anzaldua Celebration”.

For the Commit to College Welcome Event, 185 students participated and 11% of students completed surveys indicating the event developed students’ critical thinking skills and academic, career and transfer skills.

For the [Suicide Awareness and Prevention](#) event, 67 students participated and completed surveys with 100% of respondents developing critical thinking skills, and able to identify mental health factors impacting suicide and strategies for support.

For the [Hispanic/Latinx Heritage/Anzaldua Celebration](#) event, 119 people participated with 36 students completing surveys. Over 90% of the students surveyed reported they learned something they could use to achieve their academic goals, and were able to identify one or more co-curricular learning outcomes.

### 4.B.3 The institution uses the information gained from assessment to improve student learning.

PCC uses assessment plans and reports are completed and evaluated manually for instructional units. The Office of Academic Quality Improvement (AQI) recently updated its assessment forms to reflect the Continuous Quality Improvement model (PIMA). eLumen assessment and curriculum software was purchased in 2017 to support the core learning assessment process developed during the HLC Assessment Academy. The use of this system will serve to expedite the collection and scoring process for student learning. The reports generated from the system help faculty contextualize the assessment data and provide an improvement plan.
Since the implementation of eLumen with a diverse group of six pilot programs to utilize the system’s functionality for CLO, PLO, and GELO assessment and reporting. Other programs and disciplines are in the process of developing plans to use eLumen to help with the assessment of student learning to assure improvement and to assist in demonstrating student learning in their specialized accreditation. A phased roll-out of eLumen is planned to begin in Fall 2018. Traditional paper forms reporting will continue until remaining for those programs/disciplines who have not yet migrated to eLumen.

Assessment plans are developed by faculty and tailored to each program or course need. Our new system for faculty who complete assessment evaluation forms requires them to define whether a goal is new or continuing, to designate how the goal addresses a need (College, program, community, or other need) and how the identified future goals will improve teaching and learning processes, and/or academic instruction.

The College has been working to improve the collection of data related to general education outcomes. As part of the HLC Assessment Academy, assessment data related to general education outcomes has been collected each semester since spring 2017. Faculty have defined success in meeting each learning outcome to be a score of at least three out of four points for each dimension of the Association of American Colleges and Universities (AAC&U) rubric, with a 75 percent target of assessed students who will either meet or exceed expectations. As the process becomes more refined, and utilization of the new AMS increases, trend data on general education outcomes will become more robust.

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

The (PIMA) Model aligns with the cycle of continuous quality improvement, and is designed to impact unit planning and budgeting processes to further student learning and success.

The faculty-led SLAW, for example, promotes good practice and participation of faculty and other instructional staff members in the assessment of student learning. The mission of SLAW is to create assessment practice procedures, to encourage faculty to conduct, document, and report assessment of student learning outcomes at the general education, program, and course level, and to use assessment findings to improve student learning and development. In addition, SLAW provides support for the academic assessment processes and makes assessment more visible.

The College’s GELOs are designed to support core knowledge that transforms college applicants to college-educated citizens, who adapt personally, professionally, and socially to a fluid global culture, and who value lifelong learning and civic responsibility. Faculty provide expertise on the skills and knowledge necessary for students to become successful in a diverse workplace, as well as in four-year degree programs. The Office of AQI worked with the General Education Committee and Office of Curriculum Services to review learning criteria for needed quality improvements. This effort resulted in achieving compliance with the statewide AGEC policies.

Strategic Initiatives at the College level have led to improvements in general education, program, and course level assessment. As part of the Higher Learning Commission Assessment Academy, Pima Community College has engaged in a General Education Learning Outcome (GELO) assessment project. In spring 2017, common rubrics were piloted with faculty members from the Assessment Work Group. Disciplines represented included: Accounting, Art, Chemistry, Clinical Research, Computer Information Science, Communications, Geography, Management, Nursing, and Writing. There were nine participants in spring 2017, and 23 in fall 2017. All nine courses
were used for reporting in spring and 20 courses were used in fall with a large proportion of them at the 200 level. A full report has been prepared, and results have been shared with the Student Learning and Assessment Workgroup and the General Education Committee.

Program assessment data (PLOs) are collected by faculty, with the assistance of the Office of AQI, according to each program’s assessment plan. Each faculty member who oversees a program is expected to compose an annual report; every program must evaluate student performance on each learning goal at least once every two academic years, as established by its capstone.

In fall 2018, 36 programs will be participating in assessment, utilizing eLumen, which accounts for 30 percent of our programs. The remaining 70 percent will be submitting program assessment and evaluation via our current collection process. Migration of all remaining programs to eLumen is expected to be complete by fall 2019.

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to 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 but 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.)

Argument

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

Pima maintains a commitment to student retention, persistence, and completion through an administrative procedure that requires us to review programs and establish targets. Specific targets for student retention, persistence, and completion are outlined in Pima’s SEMP Plan, and are utilized in the analysis of discipline-specific enrollment, persistence and retention. The Program Viability Awards Report includes a dashboard so that data can be analyzed using various parameters and organized by discipline. Targets include a one percent annual increase in enrollment, persistence, and retention between 2015 and 2021, and an annual two percent increase in completion by the degree- or certificate-seeking cohort between 2015 and 2022.
4.C.2 The institution collects and analyzes information on student retention, persistence, and completion of its programs.

Data on student retention, persistence, and completion are made available in a variety of ways, including dashboards accessible to all stakeholders. In 2017, all academic program leads also received Viability Reports, arranged by program of study, 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. These emails include snapshots of data comparing the current semester to previous semesters, and additional information relating to enrollment, persistence, and retention. These data allow faculty and academic leadership to draw their own conclusions regarding enrollment, persistence, retention and completion trends in their programs.

The College 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 following criteria: the average number of graduates over a three-year period and program review. The 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.

The Graduate Exit Survey (page 1-4) is another tool Pima Community College utilizes to gather data, in order to continuously improve student retention, persistence, and completion. Results of the Graduate Exit Survey guide Pima’s initiatives for student development at the College. The survey was created by IRPE to assess the quality of the academic environment of the College on an annual basis. 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 IRPE, assists in the evaluation of programs and services for student retention. The most recent data revealed that nine percent of respondents said they were “disappointed with the quality of instruction,” nine percent found academic advising to be “inadequate,” five percent said Pima did not offer their “desire major,” and four percent said the “course content was unsatisfactory.” This feedback led to a restructuring of our academic advisor model, linked to Guided Pathways, so that advisors now focus on each student’s specific pathway. The College also implemented Pima Connection, a student success management system that offers “early alert” capabilities, to reach out to struggling students. Finally, the College is establishing a Teaching and Learning Center, to expand professional development resources for faculty.

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, Transfer Reports, and a new infographic that has been developed by AQI for all programs in review between 2017 and 2019, that depicts student migration between programs. These supplemental data create a large-picture view on areas that potentially impact retention, persistence and completion.

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

Student retention, persistence, and completion data are employed on a regular basis during the program review process. All department chairs receive data on their enrollment, retention,
persistence, and completion for the last three years. Most recently, the standard program review process was redesigned to allow for greater collaboration between faculty and administration. The redesign also aims to increase informed decision-making. As part of this redesign, program leads are required to report on their program’s goals and progress to maintain focused efforts. Program leads can continue goals, if needed, into the next review cycle. Mid-way through the cycle, AQI checks on the progress made in programs, to provide early alert attention or intervention if necessary. It is an active process, and the first group of programs to be evaluated, using the redesigned system, is currently under review.

Between fall 2015 and fall 2018, 71 programs were approved for inactivation by the Board of Governors and notified for teach out. Among them, five will be converted into concentrations under the Associate of Liberal Arts, as part of Guided Pathways.

In 2017-2018, the Chancellor requested that all academic programs be reviewed utilizing a newly developed program viability process. Programs that did not meet completion targets were further examined, by the Provost, deans and lead faculty, to identify potential causes of low completion rates. Programs with limited viability were recommended for inactivation or redesign, as per Board Policy.

Recent improvements based on College-level data in academics include the establishment of Guided Pathways, including semester pathways, academic maps, proactive advising and block scheduling. The first guided pathways went into effect in fall 2018 (for example, Associate of Arts in Liberal Arts Communication Concentration, Automotive Technology Associate of Applied Science, Dental Assisting Education Certificate) in response to the changing educational landscape. Guided Pathways is an initiative of Complete College America, a non-profit organization that works with state governments to close the higher education gaps for traditionally underrepresented populations in the U.S.

The College will continue to develop and modify pathways for the remaining 33 programs over the next academic year. As part of preparation for Guided Pathways, discipline and program faculty reviewed curriculum and benchmarked against peer institutions. Other two- and four-year schools that have instituted Guided Pathways have reported increases of between 20 and 70 percent in graduation rates. In implementing Guided Pathways, Pima is seeking to emulate those results. So far, 86 Programs of Study have been linked to guided pathway academic maps.

Information on student retention, persistence, and completion of programs are used to make improvements in strategic enrollment management. The first Biannual Report was completed in December 2016. In the May 2017 Biannual Report, of the 42 strategies contained in the SEMP, 7 have been fully implemented (100%), 11 have been partially implemented (99%-50%), and 24 are in the beginning stages of implementation (0%-24%). Examples of strategies that have been implemented include the collection of Requests for Information (RFI) in the Customer Relationship Management (CRM) system; i.e. Enrollment RX/SalesForce; Expanding workforce training programs; and Delivery of a Contextualized Student Affairs Service Excellence program.

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 institutional processes for collecting and analyzing success metrics of programs PCC’s processes and methodologies for collecting data on student program of study is a priority topic
for the College in light of ongoing A-133 audit findings (see Federal Compliance). The College has established a plan to address this area of weakness to ensure compliance moving forwards.

While data collection processes have weaknesses, the institution has processes in place for extracting and analyzing student retention, persistence and completion of programs that reflect good practice. These data are embedded in the College's business intelligence system (see Criterion 5.D). Metrics include fall-to-next term retention from the Voluntary Framework of Accountability, which comprise part of the mission key performance indicators (see Criterion 1.A.1), retention by program, persistence by program and award completion. These data, by program, directly inform the College's Program review process (see Criterion 4.A.1). In addition, analysis of program review data (Program Viability Metrics) is conducted through the Office of Academic Quality Improvement.

Pima 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' two-year progress and six-year outcomes, which are monitored by the College to identify areas of weakness and opportunities for improvement. These metrics were embedded in the strategic planning process (see Criterion 5) and form KPIs within the 2017-2021 strategic plan, where appropriate, including strategic goal 1.8, which seeks to improve fall-to-next-term retention. VFA metrics are also provided by program. In addition to the VFA, student access and success are studied through the following:

- Applicant to registered student conversion (pages 2-6)
- Enrollment trends (pages 1-7)
- Enrollment of recent high school students by school
- Program viability
- Five-year trend of awards
- Program review data
- Success of PCC transfer students
- Students transferring to top ranked universities
- Graduate exit survey (pages 4-7), perceived barriers to higher education (pages 1-6), non-returning students (pages 1-3), national engagements surveys include CCSSE.

4.S - Criterion 4 - Summary

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.

Summary

PCC continues to make data informed decisions to improve student learning outcomes data collection and analysis. PCC has implemented national best practices through the HLC Assessment Academy to inform the development of a sustainable assessment infrastructure that informs its students' performance, program review and viability, curriculum modifications, resource allocations and accreditation standards. PCC has engaged in a number of national
presentations that have provided insights into strategies of student learning outcomes data collection and analysis as well as for promoting faculty engagement in assessment. PCC’s goals include emphasis on increasing enrollment, persistence, retention and completion outcomes for all students with an emphasis focused on closing the achievement gap of underrepresented minority students, who have traditionally underperformed compared to their peers. PCC has made significant progress in its collection, analysis, and use of data on student persistence, retention, and completion. PCC aspires to achieve goals for student success based on benchmarking data from various sources.
5 - Resources, Planning, and Institutional Effectiveness

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution’s resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.
4. The institution’s staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

[Page numbers refer to PDF pages, and not the page numbers indicated in the document.]

5.A.1 The institution has the fiscal and human resources and physical and technological infrastructure to support its operations wherever and however programs are delivered.

Fiscal Resources

The College has a Chief Financial Officer who oversees financial operations, providing stewardship of public funds in support of the College’s mission. Financial and business operations are structured to support the educational mission of the institution.

The goal of the annual budget is centered on continued mission fulfillment and strategic improvement, along with fiscal stewardship and statutory compliance. The College submits a calendar of budget development activities to the Governing Board in preparation for adopting the budget and setting tax levies and rates for the next FY (example: FY 19 budget development calendar). A comprehensive budget model (page 18) is used to calculate the impact of changes...
to revenues and expenditures, with respect to the College's strategic priorities, market rates,
stewardship, and financial ratios.

**Arizona Revised Statutes and Expenditure Limitations**

The Arizona Revised Statutes, Title 15, Chapter 12, define certain aspects of budget development
and communications, including publication of the proposed budget and, when applicable, Truth in
Taxation Notification.

The College’s primary revenue sources (page 56) are tuition and fees, and property taxes. Since
FY 16, the State of Arizona has provided zero appropriations to PCC, a loss of approximately
$7.0M per year. The College has compensated for lost state revenue through increased
property tax revenues, slightly larger-than-usual tuition increases, and expenditure controls. As
a result of declining enrollment (page 17), the College faces a significant reduction in operating
expenditure capacity in FY 21 due to the projected Expenditure Limitation (page 8), which is
a provision of the Constitution of the State of Arizona. The Governing Board held a Study Session
(page 2-4) to plan possible scenarios for the College’s projected $15.0M reduction in operational
expenditures, and the College is in the process of decreasing annual operating budgets by $5.0M
per year, between FY 18 and FY 20. (Please refer to budget reduction Scenario B, page 5). In
preparation for FY 19, and the adoption of tuition and fees rates for 2018-2019, an update on the
expenditure limit progress and a reduction plan was presented to the Board.

**Revenue Bonds**

Since 2015, the College has conducted an extensive planning process to develop the Educational
and Facilities Master Plans (see Core Component 5.C.3). In December 2016, the College began
reducing operational expenses per the reduction plan and directed the resources toward debt
service for revenue bonds; the bond proceeds will fund the projects in the first phase of the
Facilities Master Plan. The College is in a strong position to issue debt, having retired all bond
debt in FY 13 (page 63).

The adopted FY 19 budget allocates $4.5M in funds to debt service, and on September 5,
2018 the Governing Board adopted the resolution to issue revenue bonds. As required by state
statute, the projects were presented to the Joint Committee on Capital Review on September
20, 2018 (page 43-46), and the Committee unanimously provided a favorable review. Bond
issuance is planned for January, 2019, and the annual debt service is equivalent to 2.7 percent of
current expenditures (page 46), which is well below the eight percent maximum allowed by state
law (page 3).

**Grants**

The College has 38 active grant programs, totaling $38.4M over all award years, serving 11,087
students, and employing 161 staff and faculty. These programs enable to College to provide
student support services to targeted populations, while also allowing for curriculum redesign
and development, creating professional development opportunities for faculty, and providing
resources for classroom redesign, such as the Health Profession Opportunity Grant.

All six Pima Community College campuses are designated by the U.S. Department of Education
Office of Postsecondary Education as eligible for Title III and Title V programs.

**PCC Foundation**

The Pima Community College Foundation became a stand-alone 501(c)3 in October 2017 (page
7), with the sole purpose of supporting Pima Community College students, faculty, programs
and facilities. A formal services agreement was established between the organizations with two primary goals: 1) to better define and coordinate the partnership between the College and the Foundation; and 2) to create a dedicated and permanent development office to engage in fundraising activities that support the mission of PCC. This agreement enables the Foundation to interact with individuals and organizations through all phases of the giving cycle, from donor identification and cultivation to gift acceptance and acknowledgment through stewardship.

During the past 40 years, the main function of the PCC Foundation has been to provide support to students in the form of academic scholarships. Between fall 2017 and fall 2018, more than $1.1M in scholarship funds were disbursed to PCC students.

**Human Resources**

The Human Resources office oversees talent acquisition, employee relations, compensation and classification, and organizational and employee development. The department has undergone several leadership transitions, and now reports to the Executive Vice Chancellor for Finance and Administration to ensure continuity and a focus on service excellence. An Acting Executive Director is in place, after the previous Vice Chancellor retired, and the Chief Human Resources Officer separated from the institution.

The restructuring of the department created Human Resources Consultants who oversee filling staff and administrator positions. College policies govern Hiring and Assignment of Personnel, Filling Authorized, Vacant, Regular, Staff and Administrator Positions, Cyclical Review of Job Classification, and Individual Position Review.

In FY 17, the College employed 2,175 full-time equivalent employees (page 71). The College is in the middle of a reduction in force to reduce the operational budget (page 12) and to meet the projected expenditure limitation plan. The College is decreasing operational expenses, including the reduction of staff and faculty, to meet the projected Expenditure Limit for FY 21.

**Physical/Educational Structures**

Pima Community College is a multi-campus district, with a centralized District Office that provides resources and support for educational services. The College provides instruction at six campuses, three learning centers, and multiple additional locations (page 3-4) across Pima County and Southern Arizona, with facilities totaling about 1,603,749 square feet. The College also offers courses over the Internet, many of which are designed and facilitated through PimaOnline.

The Facilities Master Plan allocates physical space to support the educational priorities of the College. The plan includes a comprehensive analysis of space needs and utilization, taking into consideration projections of full-time student equivalents (page 60) and creating a plan for each campus location through fall 2025 (page 64).

**Technology**

The College employs a Chief Information Officer (CIO) who oversees information technology, resource management for the institution. The Information Technology (IT) Department utilizes an intake process to ensure appropriate resource management and project prioritization and maintains a list of ongoing projects. During the annual budget development process, IT allocates funds for capital purchases, including lifecycle expenses for equipment, and annual licensing and maintenance fees.
5.A.2 The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Pima Community College allocates its fiscal, human, physical, and technology resources to address the College's overarching objective of supporting student success. As a public institution, the College does not disburse revenues to a superordinate entity. Each academic and administrative unit is involved in annual budget processes. Finance reviews the final budget, making any adjustments, before the CFO presents the proposed budget to the Governing Board. The Adjunct Faculty Funding Allocation model ensures funding is sufficient to educate students, regardless of changing enrollment levels.

Outside of the regular budgeting cycle, the College supports its educational purposes with alternative resources to ensure alignment with planning priorities. The College allocates $1.25M annually to Strategic Initiative funds, which may be requested for additional goods and services. In June 2018, for example, the Governing Board approved a contract to purchase Ad Astra Scheduling Software. Funds were allocated through the strategic initiatives request process to support improvement of student success, which is strategic direction 1. Contingency reserves are also available for unforeseen circumstances, in both general and capital funds.

Personnel resources may also be allocated outside of the annual budget development cycle through the Hiring Justification Process. Implementation of the Diversity, Equity and Inclusion plan, for example, required recruitment of a Program Coordinator. A vacant staff position within the Provost's unit was reallocated for this purpose, and therefore did not adversely impact the College's reduction-in-force plan (please see Core Component 5.A.1).

5.A.3 The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.

The College's mission fulfillment framework informs planning processes that support financial decisions and ensures that resources are appropriately allocated. The processes constitute an integrated approach and focus the institution's attention on its top priorities and on relevant environmental scans. The Educational and Facilities Master Plans, for example, identified the need to build a Center of Excellence for Applied Technology at the Downtown Campus. Revenue bonds will fund this project, as described in Core Component 5.A.1.

The College's strategic plan is reviewed annually, and measures are developed, as needed, to advance, refine, and redirect plan objectives. Progress on these initiatives is provided in strategic plan updates, and is published on the College's website. Further, the Futures Conference offers invaluable feedback on the strategic plan from the community, students, and staff. (For additional information on the College's comprehensive planning processes, see Core Component 5.C.3.) The Chancellor's Goals, Objectives, and Timelines provide further refinement on short-term priorities, and the mission fulfillment framework informs unit operational and effectiveness plans.

The College's 2017-2021 Strategic Plan includes newly-added timelines, to identify each item and its start date, to ensure that we do not attempt to address all of the strategic priorities in one academic year. As institutional resources have fluctuated, the Executive Leadership Team (ELT) has reviewed the strategic goals and approved changes to ensure that adequate resources are available. Following strategic plan approval in spring 2016, for example, one staff member in the office responsible for community engagement left the College. Due to the budget challenges presented by expenditure limitations, the position was not filled and engagement efforts continue with a reduced staffing level. As a result, the ELT approved (page 1) a recommendation to
defer strategic goal 2.1 (page 8), based on the Carnegie Classification, to the following round, and, instead, to focus short-term efforts on strategic goal 2.6 (page 9).

5.A.4 The institution’s staff in all areas are appropriately qualified and trained.

Staff Qualifications and Talent Acquisition

The Human Resources office oversees the College’s personnel system and maintains a series of administrative and staff job classifications, such as Class Specification for Business Systems Analyst. (For more information, please refer to Core Component 5.A.1.) Human Resources uses CornerStone Applicant Tracking software for administrator and staff recruitment, and the process involves a review of minimum qualifications for each applicant, as well as determining the applicant’s knowledge, skills, and abilities.

Faculty recruitments occur through the office of Faculty Certification, which handles requests for regular and adjunct faculty positions. Certification Standards for faculty are categorized into three areas: Academic (Transfer), Developmental, and Occupational/Workforce. (Faculty qualification issues are addressed in Core Component 3.C.2.)

Training

Orientation is required for all newly-hired, regular College employees: administrators and staff attend onboarding, while faculty attend the Faculty Learning Academy. Ongoing, mandatory training is supported (page 2) by the Governing Board’s Human Resources Advisory Committee. A comprehensive mandatory training program was rolled out to all College employees in spring 2018. In addition, PCC uses MyCareerCenter for setting goals, including professional development and training, for both administrators and staff (example: non-exempt staff process), and supervisors monitor and acknowledge achievement of these training goals. (Please refer to Core Component 3.C.4 for a complete discussion of faculty professional development.)

5.A.5 The institution has a well-developed process in place for budgeting and for monitoring expense.

Pima Community College has maintained a stable financial outlook by spending cautiously and maintaining solid cash reserves. The College anticipates operational and budgeting issues, and constant monitoring has enabled it to maintain a healthy financial status, despite defunding by the state and decreased enrollment. Regular scans of the local and regional environment identify potential opportunities and threats that may influence financial planning, such as Pima’s comparative cost of attendance (page 6). Through careful management, the College has the resources necessary to properly support operations and academic programs.

The College has a well-developed budgeting and monitoring process in place that involves all stakeholders. Budgets are developed at the senior administration and academic division levels. In addition, the capital request process takes into consideration College-wide needs in light of available resources.

PCC’s resource allocation and monitoring process includes a comprehensive system of checks and balances to safeguard against elective resource allocations and inappropriate disbursement of revenue. Administrative procedures govern Contracts, Grants, Purchasing, and College Travel activities, and allocations are monitored by both the appropriate units and the District’s Fiscal Services unit using Pima Reports. One such example includes Budget Management Report by Organization and Account-Chemistry. In addition, travel and expense management is completed within the Concur system, such as FY 18 Spend by Expense Type. PCC is in the process of
implementing Concur Invoice Management, so as to ensure 100 percent spending visibility in the system. The College will utilize the data to further analyze its expenses and to anticipate future budgets.

The Governing Board receives a monthly financial report that details revenues, expenses, and net position, and significant changes between the current and prior year are described. Further, the Board’s Finance and Audit Committee meets regularly to discuss the budget and to provide recommendations on College financial activities. The Committee provided one such recommendation in February 2018, for example, detailing expectations for the FY 19 budget. A summary of annual Finance and Audit Committee activities is also provided to the Board each year. annually to the Board.

5.B - Core Component 5.B

The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

5.B.1 The governing board is knowledgeable about the institution; it provides oversight of the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Knowledgeable

The Pima Community College District Governing Board has adopted a number of measures to retain institutional knowledge. The Board’s regular meetings (see Article VI) include an opportunity for public comment, reports from the Chancellor, and reports from representatives to the Board, summarizing the group’s activities during the preceding month and offering suggestions for Board consideration. Recent administrative reports include the PCC advisory committee reform and revitalization, spring enrollment and retention efforts, and the proposed budget development calendar. In addition to its regular meetings, the Governing Board also holds regular study sessions devoted to specific topics. Recent meetings have focused on program viability, pathways and PCC brand development, FY budget discussion and student learning outcomes assessment.

The Governing Board has established two Board Advisory Committees for the study of particular issues, functions, or areas: the Finance and Audit Committee, which has adopted a charter and submits an Annual Report, and a Human Resources Advisory Committee.

Newly-elected Board members undergo an orientation (Article XI, pages 23-24) that introduces them to the College and acquaints them with their roles and responsibilities as Board members.
In recent years PCC’s Governing Board has participated in a number of professional development activities, including a retreat held in May 2018 with the Association of Community College Trustees that focused on building effective teams and adhering to principles of effective boards.

**Legal responsibility**

Arizona Revised Statutes ARS 15-1444 and 15-1445 define the legal responsibilities of community college governing boards. PCC’s Governing Board has adopted a number of measures to fulfill these obligations.

**Fiduciary Responsibility**

Article X of the Governing Board’s Bylaws (page 19-20) enjoins the Board to recognize its duty to represent Pima County and to make decisions that benefit all constituents. Article X further defines procedures for declaring conflicts of interests and prohibits Board members from voting or otherwise participating in any decisions where such conflicts exist, as defined in ARS 38-501.

**Financial oversight**

The Board exercises financial oversight through budget development and in tracking budgetary performance via monthly financial reports that detail revenues, expenses, and net position and describe significant changes between the current and prior year. The Finance and Audit Committee focuses additional attention on financial performance, and reviews financial reports, financial metrics, financial ratios, and investment performance. The Governing Board approves an annual budget for each FY.

**Academic Oversight**

The types of curriculum that the College offers is defined by Board Policy BP 3.25 Curriculum, which also establishes the credit-hour length of programs and divides responsibility for approving and deleting programs, and approving and deleting courses, between the Governing Board and the Provost.

**5.B.2 The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.**

BP 1.06 Governance affirms the College’s commitment to shared governance and delegates to the Chancellor the responsibility for implementing an All College Council (ACC). The All College Council membership includes three students, three faculty members, three staff and three administrators. Members of the All-College Council are drawn from Student Senate, Faculty Senate, and Staff Council. Each of these groups maintains its own bylaws or charters: student senate bylaws, faculty senate charter, staff council bylaws. These bylaws outline the process by which members for each body are elected and describe how their respective recommendations are made.

The ACC is charged with advising the Chancellor on matters of College-wide importance not directly related to wages, salaries and working conditions. For example, ACC recommended on Dec. 11, 2017, that the College take action to allow faculty flexibility to use online educational resources known as IncludedED, which charges an access fee. The Business office developed a procedure. The Board was informed of the process on April 11, 2018. ACC also recommended that All College Day, annual professional development program and opening convocation, be shortened to a half day to reduce costs, allow student services to open a half-day, and give
faculty flexibility to meet as departments. That recommendation was accepted and All College Day 2018 was a half-day event.

PCC’s students, faculty and staff may participate in the institution’s governance through the review of College policies and procedures. **BP 1.01 Prime Policy** and **AP 1.01.02 Development and Revision Process for Board Policies and Administrative Procedures** outline the process for developing board policies and administrative procedures and include measures to engage the governing board, administration, faculty, staff, and students in the institution’s governance. Sponsoring units that develop policy must submit a **policy development form** that includes a list of identified stakeholder units, the names of reviewers/authors, and an overview of the collaborative process used in the policy’s development, revision, or deletion. After BPs and APs have been drafted, revised or recommended for deletion, they are submitted to the Chancellor’s Office for review and then presented to Faculty Senate, Staff Council, Student Senate and All College Council for information and review. The policies and procedures are then posted for 21 days on the College website. This review period allows the public to make remarks or pose questions concerning the posted policies, after which sponsoring units **review the feedback** and new Board Policies and existing Board Policies whose revisions include substantive changes are presented to the Governing Board.

Faculty and staff participate in the College’s decision-making processes, according to **administrative procedure**, through **standing committees**, task forces and **working groups**.

Decisions regarding personnel policies are governed by a separate process, as described in **BP 1.25** and **AP 1.25.01**. An **All Employee Representative Council** (AERC) includes full-time regular classified employees (exempt), full-time regular classified employees (non-exempt), and full-time regular instructional and educational support faculty. The AERC meets monthly, with representatives of administration and Human Resources. The AERC **solicits input** from employees to identify working conditions issues that might be addressed by clarifying or revising personnel policy statements (the College’s employee handbooks), Administrative Procedures, or Board Policy. Once an issue has been identified, the AERC forms working groups to develop proposed solutions, which are forwarded to an appropriate decision-maker. When Human Resources or other College administrative units consider changing personnel policy statements, or Administrative Procedures or Board Policy related to working conditions, they consult AERC for input and suggestions regarding the proposed change.

**5.B.3 Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.**

Pima Community College uses the same process for broad policy formulation and review outlined above, and as described in **BP 1.01** and **AP 1.01.02**. As noted previously, this process involves all College constituents, including faculty, staff and students, in setting academic requirements, policy, and processes.

Faculty, staff, and administrators may also participate in **standing committees** that focus on different academic issues. The General Education Committee, for example, recently **reviewed the criteria** for selecting courses that fulfill the Ethnic, Gender and Race and the Global/International or Historical Awareness requirements.

Curricular decisions are made through a separate process that is outlined in the **Curriculum Procedures Manual** (page 4–6). This process involves discipline faculty in the curriculum review process through **College discipline area committees**, which allow faculty to bring their disciplinary expertise to bear on curriculum decisions and through the **College Curriculum**
Council, where they review curricular matters from a broader perspective. Administrative review occurs throughout this process, as Deans, Vice Presidents of Instruction, and the Assistant Vice Chancellor for Academic Affairs provide their perspectives on all curricular decisions. For curricular changes requiring Governing Board approval, the Provost also makes recommendations.

**Stability of Leadership**

Pima Community College is a multi-campus, single-college district. Prior to 2015, however, the College’s organizational structure resembled that of a multi-college district, with key academic and operational functions distributed across several campuses. This structure led to inconsistency and inefficiency. A common response from the 2014-2015 Graduate Exit Report (page 9), for example, indicated that receiving consistent and correct information throughout the district, and better class scheduling across all campuses, would have improved student experience.

Using feedback from faculty, staff, and administrators, the College methodically transformed PCC’s administrative structure to better align with a one-College model. This reorganization focused on developing clear administrative lines of authority and accountability, as well as aligning operational functions, for College-wide programs and student support services. It established a process for data-informed, College-wide decision making. It identified leaders to promote and represent College programs, both locally and nationally. And, finally, it ensured student-centered programs and services.

The most significant organizational change was the consolidation of related academic and/or occupational programs under a single academic dean. All social science programs, for example, are included in a single division overseen by the Dean of Social Sciences. Faculty leadership, administrative staff, and budgets were restructured to support each College-wide division, and academic advisors were assigned to every division to provide comprehensive support and program expertise for potential and enrolled students. Administrative structures were realigned, reducing the number of campus presidents from six to two. A recent Realignment Assessment Survey Report indicated that 58.5 percent of respondents found the new structure sustained or improved the administrative leadership of specific program areas and services.

Operational functions at the College have also been realigned to provide comprehensive support for academic programs and services, and to reinforce the consistency and effectiveness of a single-college model. Information Technology (IT) has compressed its structure to focus service delivery in four key areas, for example, and to effectively deliver services on a College-wide basis. The Enterprise Systems team was created after an analysis of the College’s utilization of the Ellucian Banner Student Information System revealed the need to have a business analyst at each location. The College expanded on this idea, creating a team of business analysts to work collaboratively and report to a single director. The Enterprise Systems Team partners with departments across the College to implement new systems (developed in-house or purchased through third-party vendors), to maximize the use of existing systems, and to provide reporting capabilities, while also following through on recommendations from the Banner Student Assessment. This includes, for example, automated waitlisting, now in use.

**5.C - Core Component 5.C**

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy, and state support.

5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

**Argument**

**5.C.1 The institution allocates its resources in alignment with its mission and priorities.**

PCC’s mission fulfillment framework guides budget decisions and the College allocates resources in alignment with its mission and priorities. The annual budget development process follows an established timeline that begins with a review of the mission and College priorities (page 6) and incorporates a number of Governing Board actions and major milestones to ensure that financial resources are allocated in alignment with the College’s mission and priorities. (See Core Component 5.C.3.)

Revenue and expenditure estimates (pages 12-17) were presented to the Governing Board in December 2017 to demonstrate potential net additional available funding capacity for FY 2018-2019. To provide additional funding capacity to support institutional master plan priorities, potential revenue enhancements (page 11) and expenditure reductions (page 18) for the 2018-2019 FY were identified for Governing Board consideration. The Governing Board approved a 2018-2019 FY budget in June 2018 that met the need to rejuvenate the College (page 7) for future growth, while aligning fiscal resources with projected enrollment (pages 8 and 21).

**5.C.2 The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.**

The College has defined processes for the assessment of student learning and program quality (see Core Component 4.B.1), evaluation of operations though the institutional quality process (see Core Component 5.D) and institutional planning (see Core Component 5.C.3). While the timeline for each of these processes varies, funding channels are in place to address the identified budget needs throughout the year, as well as a comprehensive planning process. Budget processes linked to planning include the annual operational budget process, the strategic initiatives funds process (new in FY 2014-2015), the capital request process and applications for revenue bonds. The College also has a defined process for hiring justifications (new in FY 2015-2016), through which the Executive Leadership Team reviews position requests and approves those that are mission critical. Long-range plans, including the Facilities Master Plan, also directly inform budget decisions. (Please see Core Component 5.A.5 for more information.) Processes for linking student learning outcomes assessment and program review with budgeting is in its early stages and will be an area of focus for PCC moving forwards.

Examples of links between budget and planning include:

- The College is allocating resources to support the plans each FY.
- PCC was approved to issue $65M in revenue bonds in fall 2018 to fund the initial Centers of Excellence project, priorities identified through the Education Master Plan (see Core Component 5.A.1).
• Obtaining specialized planning training by determining that the Society for College and University Planning (SCUP) Planning Model was our best option. Members of the College’s strategic planning team (see Core Component 5.C.3) were trained in the SCUP planning process through a strategic initiatives request to bring a SCUP trainer to Pima to lead a Planning Institute 1 workshop at the College.

This interim report (page 1) reviews the concerns expressed in the March 2017 letter from the Higher Learning Commission to Pima Community College, specifically evidence of further development in linking budgeting to strategic planning.

5.C.3 The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The College has an integrated high level planning and budget system and preparation of the major plans considers the perspectives of internal and external constituent groups. The College uses the Society of College and University Planning (SCUP) planning model (pages 6 and 7), which provides a clear process for engaging stakeholder groups. The College leveraged early steps in the SCUP model to identify stakeholders in the planning process and formed a small, focused Strategic Planning Team (SPT) (pages 3-5) with representatives from each stakeholder group. The team included both internal and external representatives; the 2016 president of faculty senate was selected to co-chair the SPT, along with the Assistant Vice Chancellor of Institutional Research, Planning and Effectiveness. Training for team members on the SCUP model was provided through the SCUP Planning Model training 1, funded through the strategic initiatives fund (see Core Component 5.C.2).

The SCUP process included a detailed review of the new mission key performance indicators (see Core Component 1.A.1), and the SPT prepared a list of possible strategies which was shared with the community at the 2017 Futures Conference. Findings from attendees at the March 10, 2017 event and at the March 23, 2017 event, as well as input from other steps in the planning process (page 6) were used by the SPT to draft the plan. Forums were held to gather data from the College community and a survey was also released to gather input. The SPT reconvened to review the input and made a determination final changes.

The College has developed an Educational Master Plan (EMP) and a Facilities Master Plan (FMP). The EMP planning process included a review of the College’s history, assets, and institutional trends (pages 15-26); planning documents (pages 27-38); national trends (pages 39-46); regional information (pages 47-60) and EMP specific research (pages 61-102). The FMP planning process included a district-wide analysis (pages 15-44), focusing on student geographic distribution by race/ethnicity, vehicle ownership, and income, to name a few. It also included campus-based analyses (pages 45-58) and a space-needs analysis (pages 59-66). A survey was also administered to gather input on the FMP recommendations.

This interim report reviews the concerns expressed in the March 2017 letter from the Higher Learning Commission to Pima Community College, specifically the establishment and continuation of a defined planning structure and process (page 2), evidence of the approval and implementation of the education and facilities master plan (page 3) and evidence that planning goals are being achieved (page 4).
5.C.4 The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.

Pima Community College retains a sound understanding of changes in its revenue and adjusts spending accordingly, including implementing changes to address the elimination of state funding and the challenges created by ongoing declines in enrollment and expenditure limitation. As a result, the College has been in budget reduction mode for a number of years. The decline (page 68) in Operational State Aid funding to the College, from $19,593,500 in 2008 to $0 in 2016, began in FY 2007-2008. Funding was eliminated as of FY 2015-2016 (page 2), after the elimination of Capital Outlay State Aid in FY 2008-2009 (page 3). The ultimate elimination of state aid resulted in a need to reduce expenditures and to shift (page 22) the proportional source of revenues to tuition (page 62) and property taxes (page 59). More recently, cumulative enrollment declines (page 73) have necessitated additional expenditure reductions to account for tuition revenue declines and, more critically, to comply with stewardship and Expenditure Limitation (EL) requirements.

As part of the FY 2017 budget planning process, the Governing Board reviewed three different scenarios (page 23) to reduce $15 million in net expenditure limitation expenses by FY 2019-2020. The reductions will enable the College to meet the expenditure limitation when the formula (page 2) shifts to being based on the College's five most recent years of enrollment. The Governing Board selected Scenario B (page 5), under which a steady reduction of approximately $5 million per year for three years would be realized. To ensure that the College is structured to meet student needs, strategic priorities, and regulatory requirements, the College implemented actions directly tied to Budget Criteria.

The FY 2017 budget included the elimination of 100 staff positions and 10 faculty positions via attrition and reorganization, a number of operating reductions, and a $3 per credit tuition increase. The FY 2018-2019 budget adopted (pages 1 and 2) by the Governing Board at its June 13, 2018 meeting continues with the steady reduction of approximately $5 million per year for three years. Included in FY 2018-2019 is the reduction (page 14) of administrators, staff, and instructional faculty positions, along with a $1 per credit tuition increase, a $10 fee per payment plan, and a credit card service fee. The FY 2018-2019 budget provides a balance between the need to revitalize the College for future growth, while aligning fiscal resources with projected enrollment and capacity.

5.C.5 Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Pima's planning processes include a review of emerging factors that may significantly impact the institution. The EMP planning process included such topics as the AACC 21st Century Commission Report recommendations for transformation (page 48), Complete College America's five game changers (page 50-51), Pima County population projections (page 56), and population trends by age and race/ethnicity (pages 57-58). Further, we analyzed job demand data (pages 59-60) to identify sectors most likely to see growth. In addition, the FMP planning process included an analysis of Pima County data on all residents (pages 15-17), vehicle ownership (page 18-19), income distribution (page 20-21) and educational attainment (pages 22-23).

The Strategic Planning Team (SPT) completed the following key activities in 2016 and 2017 to understand emerging factors that might impact the College. A competitor analysis was carried out to understand similar academic offerings available in the area that may impact the College and the document was discussed by the SPT. An environmental scan was prepared looking at...
the external environment and possible political and economic impacts on PCC. The SPT also
carried out a strengths, weaknesses, opportunities and threats analysis and a social, technology,
environmental, economic and political forces (STEEP) analysis. The SPT also evaluated plan
documents from peer colleges to ensure that the College’s planning aligns with best practices
at other institutions. This included a review of the ways in which other colleges embed data and
targets into their planning process, to ensure that our planning process shall be fully evidence-
and data-informed.

Finally, the College monitors and responds to external changes, informed by the College’s state
and federal lobbyists, for example, and ongoing monitoring of external changes by diverse College
units. Most recently, discussions at the College have been inspired by emerging demographic
factors, such as changes in high school graduation numbers (page 6) and enrollment projections
used in budget planning (page 21). The College also leverages input from its finance and audit
committee and receives updates on federal rate changes from the company that manages the
College’s investment portfolio.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.

2. The institution learns from its operational experience and applies that learning to improve its
institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

5.D.1 The institution develops and documents evidence of performance in its operations.

5.D.2 The institution learns from its operational experience and applies that learning to
improve its institutional effectiveness, capabilities, and sustainability, overall and in its
component parts.

Institutional Performance

Pima Community College collects institutional data through various modalities to monitor
performance against the mission fulfillment framework and strategic plan. Both mission review
and planning (for example, strategic goal 1.4 on page 6) have been revised in recent years
to focus on performance metrics, including those derived from the American Association of
Community College’s Voluntary Framework of Accountability (VFA), the Community College
Survey of Student Engagement, the College Employee Satisfaction Survey, and additional in-
house measures.

With the adoption of our new mission fulfillment framework and associated key performance
indicators (see Core Component 1.A.1), the College has committed itself to improving student
success and recognizes that all of our core themes work to support student success. This
primary goal has become the central priority of the College, and trend data on student success
metrics within the mission fulfillment framework are reported by the College (page 2). Findings
indicate progress in several areas for the two-year VFA main cohort, including increases in credit
success rates, and certificate and degree completion. Retention rates have also increased in
recent years, though there have been fluctuations. While certificate and degree completion
has increased for two-year completions, there has not been a comparable increase in six-year.
outcomes (page 4). The College may be making changes that are yielding positive outcomes, but only for newer students, rather than for those who started several years earlier. In an effort to achieve continuous improvement in this area, several of the Chancellor’s Goals for 2018-2019 (page 1) focus on student outcomes and improved understanding of the VFA metrics for those subpopulations served by the College.

Moderate improvements have been identified in several other areas, indicating that the College is making steady progress. These include, but are not limited to, CCSSE benchmarks, support for students in the area of financial aid, and employee satisfaction with mission and planning.

Still, we have observed a few weaknesses, including ongoing enrollment decreases (page 3) that exceed national trends (page 2), as well as low six-year graduation rates. Gaps in data availability have also been identified, including a lack of information on what happens to Pima graduates when (and if) they enter the workforce, and limited input related to community satisfaction with services provided by the College. Both of these issues, however, are being addressed through the 2017-2021 Strategic Plan, goals 2.2 (page 8) and 2.6 (page 9).

The College established a business intelligence system in 2015 that includes a data warehouse optimized for reporting and new interactive reports. This addressed a significant data analytic flaw at Pima, since there was no easy access to institutional performance metrics, which negatively impacted the institution's ability to monitor outcomes. The improved system includes the VFA metrics discussed previously, as well as enrollment, course grades, persistence, retention and completion. It has expanded access to institutional data, allowing all College employees access to the reports through the College’s Pima Reports platform. In addition, data access to units has increased, so that they may drill down to their metric of interest, from institution-wide data to data by division, subject or other parameter. While improving institutional data access, the intelligence system has also reduced the staff time needed to prepare VFA metrics from a conservative estimate of 200 staff hours each year to two seconds plus data entry time (page 20), dramatically improving efficiency.

Operational Performance

In 2015, the College developed new annual unit effectiveness and unit planning processes to establish a consistent way to monitor performance within operational units (effectiveness) and to track improvements (plans). Progress within the system has been reported in the last two years as part of the mission core theme of Institutional Effectiveness (April 2017, page 25; April 2018, page 26). A majority of College units have participated each year; for example, operational effectiveness participation in 2016-2017, 2017-2018 and operational planning participation in 2016-2017, 2017-2018. (Please note that the total for units and unit names have changed as realignments have occurred at the College, as described in Core Component 5.B.2.)

The planning and effectiveness process has changed over time, based on input from unit administrators/directors, and is now formalized as the four-year Institutional Quality (IQ) process (report template, planning template), which incorporates the College’s previous unit effectiveness, unit planning, and service review processes. The IQ process is Pima’s system for monitoring unit performance and activities to support continuous improvement. Key changes made in response to user input include combining the effectiveness and planning process into a single system, assigning one staff member to support units through the combined process (rather than different people for effectiveness and planning), adjusting the time period from one year to four, and migrating tracking processes to a shared file system rather than using emailed documents. While the changes provide a more integrated system, it represents a fairly minor combination of the processes with effectiveness efforts captured in the planning document (page 1). Substantively,
very similar elements continue to be collected, but the focus of the process has settled on unit performance and improvement.

As part of the IQ process, each unit develops a summary report, such as that for Adult Basic Education for College and Career, for PimaOnline, and for Access and Disability Resources. The report documents progress during the previous planning period and presents a plan that presents the mission of the unit, operational objectives describing the primary functions of the unit, and identifies improvement activities with key performance indicators to be carried out over the following four years. Some examples include Finance and Business Services, Science Division, Veteran Services, and Institutional Research, Planning and Effectiveness.

Approximately 50 percent of Pima units are migrating to this new system in fall 2018, with the remaining units to migrate in fall 2019. Until that time, they will continue using the annual, and separate, effectiveness and planning processes for 2018-2019.

A few examples of work to measure operational performance and make improvements include the following.

**Pima Online**

Student feedback indicates that textbook costs are a significant concern. In response to this matter, the College applied for, and was awarded, a grant from Achieving the Dream, to develop online classes that leverage open educational resources (OER). This involved the redesign of a number of classes; to date, 20 online courses have migrated to OER through the grant, resulting in savings of $892,000 in textbook costs for students, and OER is now included in Pima Online’s IQ plan. Moving to College-wide adoption of OER materials was identified as a long-term priority at Pima’s September 2018 Enrollment Management Task Force meeting.

**Learning Centers**

Pima’s Learning Centers have been comparing student success rates for students who leverage the Learning Centers with those who do not. Findings indicate a slightly higher level of course success for the former, including populations who are new to higher education or who represent minority groups (pages 7-9). Persistence rates are also slightly higher (page 10-11). The centers also gather student satisfaction data, which indicate that students are very satisfied with the services they receive (page 16-17). We have received a five-year renewal of our College Reading and Learning Association certification (page 20). Continuous improvement efforts include working toward integration into the Pima Connection software, and exploring ways in which the centers can collaborate more fully with faculty, students, and staff to better assist students (pages 22-24).

5.S - Criterion 5 - Summary

The institution’s resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

**Summary**

PCC’s 2017-2021 Strategic Plan and the Chancellor’s Goals, Objectives and Timelines for 2018-2019 will improve the College’s performance in areas addressed by Criterion 5. Key performance indicators are attached to each of these goals and are in turn tied to PCC’s Mission Fulfillment Framework. These KPIs will allow the College to monitor progress and measure the success
of particular activities related to the strategic aims identified in both the Strategic Plan and Chancellor’s Goals and help identify subsequent areas of continuous improvement.

**Fiscal Resources**
Chancellor’s Goal 3.E will ensure that the College is meeting budget and staffing to ensure that institution remains viable in the long term and that its budget aligns with the College’s mission, vision, and the strategic direction.

**Human Resources**
During 2018 and 2019, PCC will begin a compensation and classification study and an institution-wide staffing analysis (Goal 3.G). Several steps will be taken to ensure that all of PCC’s staff and faculty are appropriately trained to perform their duties well and fulfill the College’s mission. Areas of training will include leadership development Goal 3.C, customer service Goal 3.D, and continuous quality improvement Goal 3.B.

**Technological Infrastructure**
By fall of 2019, the College will develop and communicate to align with its strategic aims Goal 3.F.

**Project Management**
PCC has taken the first steps toward adopting a project-management approach to major initiatives. This approach will help assess the feasibility of its goals given its resources and help ensure that those resources are properly aligned with the institutions aims.

**Effective Leadership and Collaborative Structures and Processes**
Strategic Direction 3.1 aims to establish a strong communication system at the College to include clear lines of communication, consistent communication channels and clear expectations. Strategic Directions 3.5 and 3.6 will establish an atmosphere of collaboration and inclusion and foster an increased sense of purpose at the College.

**Planning for the Future**
As part of its efforts to ensure that its occupational programs address the needs of employers and align with state economic initiatives, the College will begin implementing a new advisory

**Further embedding continuous improvement across operational areas**
The College has revised its continuous improvement process for operational units, leveraging input from the process that had previously been in place. As the College becomes more comfortable using its mission fulfillment key performance indicators and business intelligence system to drill down to operational areas, the connections from mission to plans to data will continue to strengthen. Training in this area and analyses of the data are identified through Strategic Direction 3.3 and Chancellor’s Goals 1.E and 3.B.