



Branch Campus Report

West Campus, East Campus, and Desert Vista Campus

In 1966, the citizens of Pima County, Arizona, approved by a large margin the formation of a junior college district, establishing Pima College. The county superintendent of schools appointed a five-member governing board, laying the groundwork for the new college. With help from committees of citizens, the board developed educational goals, created a financial plan, selected a president, and chose a campus site. The next year, citizens of Pima County elected a board to replace appointed officials. Pima Community College (PCC) now has five campuses: Downtown, West, East, Desert Vista, and Northwest. For this report, only information regarding the West, East, and Desert Vista Campuses was requested.

The Governing Board delegates operational authority of the institution to the Chancellor in [BP 1.05](#). [AP 1.05.03](#) details the administrative structure under the Chancellor's authority, and Human Resources maintains an [Organizational Chart](#) accessible on the college intranet. Each of the five campuses has a Campus Vice President, with one designated as Lead Campus Vice President. The Lead Campus Vice President reports directly to the Chancellor and is part of the Chancellor's Executive Team. Campus Leadership works with other Lead Administrators throughout the district to ensure compliance with all Board Policies (BPs), Administrative Procedures (APS), and standard operating procedures (SOPs), and understand they are responsible for ensuring their campus contributes to the successful achievement of PCC's strategic plan.

Campus executive leadership meet regularly to plan, evaluate, and improve key processes and to ensure consistency in processes college wide. This includes topics such as student enrollment, student engagement, and course offerings. Several direct employment areas have Community Advisory Councils, consisting of local community members, who meet each semester to provide feedback on areas for continuous improvement.

Educational quality

The Governing Board has authority to approve PCC's academic programs. [BP 3.25](#) mandates PCC to offer innovative programs that meet the educational needs of the community and contribute to the local economy.

PCC's Strategy, Analytics, and Research (StAR) department analyzes, interprets, and reports data from surveys such as Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE). StAR provides both aggregated [college-wide reports](#) and [disaggregated site-specific reports](#). StAR also provides enrollment information by site and program to assist campus leadership in ensuring course availability meets student needs. Individual course/section data are available for instructional staff to evaluate course and section [offerings](#) in development of the course [schedule](#).

PCC regularly evaluates certificate and degree programs for currency, quality, and viability through external accreditation reviews and a four-year internal [program review process \(AP 3.25.05\)](#). A [systematic timeline](#), [comprehensive procedure](#), and redesigned [self-evaluation packet](#) ensure alignment of program design with institutional goals as well as encompasses evaluation of Course Learning Outcomes (CLOs) and Program Learning Outcomes (PLOs). CLOs are collected from all courses at all campuses and discipline leadership may determine campus resource needs based on an inventory review of resources as well as review of data such as productive grade rates. Campus needs will depend on course or program demand and availability of faculty and classroom resources at each location. Deans, Campus Vice Presidents, and Faculty leadership work together to look at previous demand alongside future trends to determine schedules and resource allocations

Periodic program reviews and proposals for new programs include analyses of market needs, number of job openings, wages, and career progression opportunities available for students. PCC regularly responds to data, particularly enrollment and completion figures, to address the viability of its programs. A variety of actions can occur within the process of program review: documented improvement plan, funding provided, funding withheld, inactivation, or program mergers.

To ensure faculty oversight of academic matters at the discipline level, PCC has formed [Discipline Faculty Committees](#) (DFCs). DFCs are made up of all full-time faculty and representative adjunct faculty teaching in a discipline, and as such represent all campuses where division courses are taught. DFCs are responsible for overseeing curriculum, reviewing student learning outcome (SLO) data, program review, and determining minimum qualifications for faculty in each discipline. DFCs are district-wide committees, fostering conversations and relationships beyond the campus location and helping ensure consistency and quality of offerings across the institution. Student success has been a significant focus of discussion. The Provost Office hosted a [Data Summit](#) in 2023 focusing on productive grade rates and disaggregation of data. Divisions were encouraged to identify gaps and design a plan to reduce at least one success gap in their area ([STU](#), [MAT](#), [WRT](#), [Teacher Education](#)). In Spring of 2024, a district-wide [Data Day](#) was hosted by the Provost Office for follow-up conversations. Divisions were asked to look at new data, analyze the effects of enacted plans, and identify new gaps/plans to be the next focus ([MAT](#)). In addition to student success rates, divisions also look at aggregate student performance on course-level learning outcomes to discuss progress over time. Discussions include identifying strategies to improve student performance within courses on particular learning outcomes. Ensuring the currency of SLOs involves:

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

All faculty job descriptions have minimum academic and/or work-related experience

credentials, which are the same for full-time, adjunct, and dual credit instructors. Faculty Minimum Qualification Requirements ([FMQRs](#)), aka “The Grid”, are established in all subject areas to ensure instruction is carried out by qualified faculty ([AP 3.01.01](#)). Criteria are determined by faculty in each subject area, often through DFCs, and approved by the Provost. The FMQRs determine what classes instructors qualify to teach, depending on their degree(s) or credits in a given field. Though there are no current consortium/contractual agreements tied to these three campuses, any faculty teaching any course and modality at any location must sign a contract and also meet the PCC faculty credentials requirements. The College employs full-time and adjunct faculty to deliver a majority of PCC’s courses and uses a Faculty Allocation Collaborative Team (FACT) to look at data to determine what areas need to hire full-time faculty throughout the college.

The College Curriculum Council (CCC) is [charged](#) in [AP 3.25.03](#) with reviewing curriculum, courses, and programs to provide recommendations to the Provost. Faculty have long overseen the College’s general enrollment credit curriculum through the CCC and [DFCs](#). Other curricula include workforce response, adult education, non-credit continuing education, and community education. PCC has worked to integrate all curricula into one process to ensure faculty oversight. The Curriculum Quality Improvement ([CQI](#)) Site serves as a guide to facilitate curriculum related processes.

Supervision of faculty is key in ensuring that students encounter the experience in the classroom that the college intends. Full-time faculty are evaluated via either a [Full Cycle](#) or [Condensed Cycle](#) review. A full cycle review occurs every three years; new faculty are reviewed every two years. In a full-cycle review faculty complete a teaching and learning demonstration including a peer-to-peer classroom observation or a materials review, a consideration of student evaluations, and a self-reflection form. In the spring, all full-cycle faculty participate in a collegial conference to review goals and evaluations with a supervisor, using a [Faculty Evaluation Rubric](#) for minimum requirements regarding performance, teaching, and service. Part-time faculty are evaluated by Department Heads using an [Adjunct Faculty Evaluation](#) form located in MyCareerCenter. On completion the form is uploaded to a central Google folder.

All staff positions at PCC also meet employment guidelines ([AP 2.02.01](#)) through job postings and job descriptions, and likewise hired according to district-wide standards. Candidates for positions are screened for minimum qualifications and evaluated according to core competencies for the job. Candidates must also provide evidence of educational credentials and pass a background check. All new employees attend orientation and on-boarding. Internal training through the Organizational Effectiveness & Development Office ([OED](#)) offers opportunities for staff development in Pima policies, leadership, and supervision.

Access to faculty is key for student success. 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. Adjunct faculty are [expected](#) to make themselves available 20 minutes per week per credit hour to students.

Resource Allocation, Evaluation, and Planning

PCC leverages an integrated planning process centered on the Strategic Plan. In prior planning processes, the Education Master Plan ([EMP](#)), Facilities Master Plan ([EMP](#)) ([BP 2.06](#)), Strategic

Enrollment Management Plan ([SEMP](#)), and Diversity, Equity and Inclusion ([DEI](#)) Plan have been developed separately, by different teams. In early 2023, PCC shifted to a comprehensive integrated planning process to begin Fall 2024.

The Chief Financial Officer (CFO) oversees the fiscal, human, information technology, and facilities operations of PCC, and resources are allocated to meet integrated planning priorities. PCC's organizational structure ensures oversight of district-wide departments and services along with associated budgets; leadership works with the Financial Services unit of the Finance and Business Services Department, which facilitates the district's budget development. Additional fiscal support is provided by Travel, Accounts Receivable, Sponsored Programs, and Procurement & Payment Services. The FMP allocates physical space to support the EMP, and the Chief Information Officer oversees the distribution of information technology equipment and associated infrastructure.

Delineations in the college budget are by Unit and not by Campus. However, there is data related to [Revenues](#) that each Campus contributes as well as total Expenses, which may be broken down by Personnel and Other Expenses. Expenses exceed revenues because larger district-wide budgets contribute to district-wide operations. Financial Services completes a review of current year budgets and active capital projects prior to facilitating Unit Allocation and Capital Request Processes. PCC utilizes an incremental approach to the development of the annual budget, in which the prior year's allocations provide the starting point for the next fiscal year ([Unit Allocation for Human Resources](#)). New requests are reviewed for alignment with [College input & planning processes](#) before being submitted to the Executive Leadership Team for review, prioritization, and approval ([capital request](#)). The CFO and Financial Services staff compile the proposed budget for presentation to and adoption by the Governing Board.

The [Strategic Initiative Budget Request](#) process captures out of cycle budget requests, which may include funds to implement a new program or service, out of cycle capital needs, small dollar purchases to fund the outcomes of assessment, or requests for new positions.

PCC ties assessment to strategic planning and budgeting by identifying areas needing improvement. For example, budget requests are reviewed as part of program review. Approved requests may be submitted through either the annual budget development or Strategic Initiative Budget Request process.

PCC has a sound understanding of its current financial capacity and utilizes a variety of forecasting tools and analysis. A summary analysis is captured in the [Annual Comprehensive Financial Report \(CFR\)](#). As part of the 2023-2024 Interim Chancellor's Goals/College Priorities, the CFO will oversee the development of a three-year budget plan for fiscal years 2025-2027, intended to include ongoing costs to sustain the classification and compensation structure and align the institution to realistic revenue projections and enrollment in order to right-size the institution.

As a data-informed institution, PCC collects institutional data through various modalities to monitor progress against the mission and strategic plan. Through the Strategic Plan, PCC has identified [Institutional Key Performance Indicators](#) (p. 16) which are monitored through an

interactive [dashboard](#). Systematic monitoring of indicators enables PCC to identify areas for improvement or monitor the effectiveness of changes.

Student Services

Student support services available at each campus are aligned with their functional counterparts across the college. A list of such services is below, with [descriptions attached](#).

- Campus Action Teams (CAT)
- Student Support Services
- Access and Disability Resources
- Web Accessibility Efforts
- Accounts Receivable
- Financial Aid
- Counseling
- Student Life
- Student Handbook
- Veterans' Center and Services
- Tutoring
- Bookstores
- Testing Centers
- Food Service
- Fitness Centers
- Complaint Process
- Informational Technology

Instructional delivery methods

Courses offered include credit or non-credit courses through in-person, hybrid (some proportion in-person and online as determined by the department), virtual (synchronous online sessions), or fully online (asynchronous) modalities. Course offerings include dual or concurrent enrollment courses arranged through the Dual Enrollment Department and contract or consortial agreements in accordance with [BP 3.37](#), [AP 3.37.01](#), and HLC approval. In addition to lecture courses, PCC offers laboratory, internship, and clinical courses for students to gain hands-on experience.

Additional Site Locations

Dual Enrollment courses are managed college wide through the office of Dual Enrollment housed at the Desert Vista campus and overseen by appropriate [department faculty](#) who visit the high school locations.

As we engaged in this Branch Campus Report, the need to establish and follow a standardized collegewide process for assigning teaching location sites to branch campuses and their service areas was identified. A cross-functional [Task Force](#), co-led by the Campus Vice Presidents of East Campus and Desert Vista, was formed and proposed an [initial solution](#). However, upon further technical review of the Banner system and existing site assignments, it was determined that additional revisions were necessary. We are now working to reinstate an older [map](#)

allocation process and finalizing a revised approach to consider other additional locations outside of Pima County or dual enrollment. Our completion target is late November 2024, followed by data clean-up in Banner. Despite encountered challenges, we aim to make significant progress before the HLC visit in December.

Adult Basic Education for College and Career (ABECC) offers 22 Adult Basic Education, English, and Refugee Education classes, 2 Citizenship classes, and credit classes through PCC's Integrated Basic Education and Skills Training (IBEST) program. All classes are on a pathway to transition to college and career. ABECC Adult Education Learning Centers are the El Pueblo Library Learning Center, El Rio Learning Center, and PCC 29th Street Coalition Center. Classes support learners' basic skills in reading, writing, math, and English, preparing students to earn their High School Equivalency (HSE) diploma. English and Refugee education classes help increase English language skills along with civic involvement.

IBEST is a nationally recognized instructional model that allows students to enroll in credit classes and work on attaining their career/technical certificate and their High School Equivalency at the same time. In Pima's IBEST programs, basic skills instruction is contextualized into the career/technical content, with Adult Education and technical instructors co-planning and co-teaching, allowing students to achieve education and employment goals faster. Students in IBEST programs must meet the same entry requirements established for the PCC certificate program. There is no additional cost for a student to participate in an IBEST program. Areas of study include Information Technology (East campus), Commercial Driver's License (Maintenance and Security), Medical Assistant (Desert Vista campus), and Automated Industrial Technology (Downtown campus).



West Campus

Founded in January 1971, PCC's West Campus sits on a 304.47-acre site on the eastern edge of the Tucson Mountains range. The campus was constructed between 1968 and 1970 with nine original primary buildings. In AY2023, West Campus had more than 9,705 undergraduates pursuing credit classes. The majority of students live in Tucson and its suburbs Sahuarita, Marana, Vail, and Rio Rico, with smaller numbers from the surrounding areas. The campus enrolls traditional and non-traditional students (28% percent of the West campus student

population are over the age of 25) with day, evening, web-based, and off-site coursework. The student body includes 61.7% underrepresented students (1.9% Native American, 3.0% Asian, 5.0% African American, and 51.8% Latino).

West Campus Programs

West Campus is home to 12 programs with a total FY23 enrollment of 1779 students. ([West Campus FY23 programs, enrollment, and projections](#))

Human Resources

As of September 2024, the West Campus [employs](#) 5 administrators (Campus Vice President, Vice President of Student Affairs, Dean of Students, and two Academic Deans), 168 classified staff, 88 full-time faculty, and 344 adjunct faculty.

Facilities to support learning

During construction (excludes F, H, and J building spaces)

	Average Square Footage	West Campus
Classrooms	865	37
Laboratories	561	77
Conference Rooms	268	9
Office & Open Office / Office Only	182/116	225 / 221

Post construction projections

	Average Square Footage	West Campus
Classrooms	845	45
Laboratories	663	113
Conference Rooms	216	16
Office & Open Office / Office Only	200/116	256 / 211

[Campus Map](#) (p.1)

Additional Student Services

Library Services

Pima's West Campus Library is the largest and busiest of the five district libraries. The print collection supports the other libraries and West campus-based programs. Having slightly reduced the size of the print collection (currently 140,000 volumes), the library strives to better align with student needs by also conceiving of the library as space, meeting student demand for quiet closed-door and group study spaces with 20 closed door spaces (rooms & pods). Additionally, the library provides open seating for more than 100 students, with both Quiet Study and Group Study zones. The library houses institutional archives and has classroom space for research and information literacy instruction. In addition to regular library resources, we loan a range of non-traditional items including laptops, Wi-Fi hotspots, dental and geology kits, culture passes, and much more.



Campus-specific information

In 1967, the citizens of Pima County elected the first Board of Governors for the College and approved a \$5.9 million bond issue. The College chose 500 acres on the West side of Tucson for the first College campus. In 1969, construction on the first campus began on what is now the West Campus. West campus offers a vast array of general education classes as well as career and technical programs. Home to the Center of Excellence (CoE) for Health Professions, West Campus provides state-of-the-art education opportunities in health related areas such as Nursing, Radiologic Technology, and Respiratory Care. Dental Studies students enjoy the opportunity to practice a patient-centered approach with hands-on experiences in the state-of-the-art dental clinic while working with community members and fellow students as they prepare for careers as dental hygienists, dental assistants, and dental laboratory technologists. Recently, the college invested over 20 million dollars to provide state-of-the-art learning labs and classrooms to create capacity for doubling the number of students served at the West Campus.

The campus is also home to the CoE in the Arts. Programs range from digital arts and photography to performing arts, like band and theater. Students present a variety of

performances throughout the year. In addition, West Campus is home to 13 men and women's sports in the Pima Athletics department. The teams regularly play for regional and national titles throughout the year while being held to high standards for academics. The teams are also [active in the community](#), donating countless hours of service ([Love of Reading](#), [Cactus Classic Invitational](#), [toy drive](#)). In addition, two support areas have been developed for PCC student athletes: a work-out space and student tutoring area.

West Campus is home to the Center for International Education (CIE), welcoming students from around [50 countries](#). Students receive assistance with Immigration Advising, International Admission Advising, and Cultural Adjustment through the [CIE team](#). Students have the opportunity to participate in the English as a Second Language program, demonstrate English proficiency, and become an F-1 student (a [Designated School Official](#) is available for F-1 status questions).



East Campus

The College established the East Education Center in 1976, which became the East campus in 1980. Sitting on almost 58 acres in the Pantano and Irvington Road area, the campus is adjacent to the Fred Enke Golf Course, Lincoln Regional Park, and the Atterbury-Lyman Bird and Animal Sanctuary. Located on a desert site east of Davis-Monthan Air Force Base, the campus doubled in size in the fall of 1989 with construction of the student union and library, and since expanded to accommodate more than 10,000 students. In AY2023, the East Campus had more than 4,753 undergraduates pursuing credit classes. The majority of students live in Tucson, Vail, and Sahuarita, with smaller numbers from the surrounding areas. The campus enrolls traditional and non-traditional students (23% percent of the East campus student population are over the age of 25) with day, evening, web-based, and off-site coursework. The student body includes 53.6% underrepresented students (1.3% Native American, 2.9% Asian, 5.2% African American, and 44.2% Latino).

East Campus Programs

East Campus is home to 15 programs with a total FY23 enrollment of 6336 students. ([East Campus FY23 programs, enrollment, and projections](#))

Human Resources

As of September 2024, the East Campus [employs](#) 2 administrators (Campus Vice President and one Academic Dean), 69 classified staff, 38 full-time faculty, and 136 adjunct faculty.

Facilities to support learning

	Average Square Footage	East Campus
Classrooms	731	29
Laboratories	884	23
Conference Rooms	220	6
Office & Open Office / Office Only	209/119	101 / 82

[Campus Map](#) (p.2)

Additional Student Services

Library Services

Pima's East Campus Library is the third largest collection of five district libraries, with approximately 41,000 titles supporting general education and transfer classes as well as the programs housed at East Campus. Features include a dynamic Makerspace and shared space with the Campus Learning Center, Computer Commons, Tech Corner, Language Lab, and two classrooms. Open seating is provided for approximately 100 individuals with a group study area, quiet study area, and five reservable closed-door spaces (rooms and pods). In addition to traditional library materials, the Library loans a range of non-traditional items including Games, Brain models, Graphic novels, calculators, video cameras, webcams, laptops, Wi-Fi hotspots, geology kits, culture passes, and more.

SOAR Program

Project SOAR is a TRiO Student Support Services program at East Campus. All students being served have a documented disability, reaching 100-150 students per year from a population that has traditionally encountered access issues in higher education.

In collaboration with students' veteran and program advisors as appropriate, SOAR provides academic advising and planning for enrolled students. In addition, students receive financial aid

and transfer assistance, scholarship support, career advising, tutoring, and workshops for academic and life success. SOAR provides a safe space to belong, not just in the physical space, but also with community.

Cybersecurity Title III HSI-Stem student support

This [grant](#) funds full- and part-time personnel to support Information and Cybersecurity students with wrap-around support such as co-curricular workshops, 1:1 peer mentoring sessions, tutoring, and paid opportunities as student support staff or interns. Grant-funded personnel also help navigate and connect students to existing supports within PCC and the community such as advising, financial aid, and assistance with transportation, food insecurity, childcare, mental health care, apprenticeships, and employment opportunities. Due to targeted support for Hispanic and Low-income learners, the grant provides support for bilingual print marketing materials and scheduling of tutoring, mentoring, office hours, and courses along with outreach to local middle and high schools.

TRiO Upward Bound Program

This program is a federally funded college prep program designed to serve low-income, first-generation college students that are freshman or sophomore students attending Palo Verde and Santa Rita High Schools and meet eligibility criteria. Program activities are focused on increasing student academic achievement and providing students with the knowledge, skills, and motivation to persist to graduation successfully and to enter and succeed in college.

The program includes:

- Summer programs
- Tutoring and career counseling
- College prep workshops and campus visits
- Financial aid advising and scholarship searches
- Assistance with college applications
- College classes
- Field trips and cultural events
- Parent workshops



Campus-specific information

In 2004, the College and Tucson Parks and Recreation built a 21-acre park on the northwest edge of the campus, with soccer and softball fields, and a fitness facility for students, allowing for PCC to offer physical education classes at this location.

The campus houses an on-site health clinic, which leases space from PCC, used by the general public and students, and the Library Makerspace where students have the opportunity to work in a high-tech educational playground allowing them to expand their creative and technological skills. East Campus is also home to Astronomy, with active on-campus observatories that assist in preparing students to study the stars.

The PCC Center of Excellence (CoE) in IT and Cybersecurity, in partnership with the Arizona Cyber Warfare Range (AZCWR), seeks to revolutionize IT education through hands-on experiences, preparing a skilled workforce for Tucson, Arizona, and the nation. The Center features a student-run Data Center, the Fusion Center for collaborative learning, and a Cyber Security Operations Center (CSOC) for real-time security threat analysis. This approach integrates technical training with project management and soft skills development, fostering a robust tech community and providing students with real-world applicable skills and certifications. The CoE's focus on practical learning and interdisciplinary collaboration makes it a key resource for aspiring IT professionals.

[Vail Early College](#) is a program bridging high school and college for Vail high school students taking courses on the East campus with great success.



Desert Vista Campus

In 1993, the College established the Desert Vista Campus to grow and expand educational services to Southern Arizona communities. Desert Vista Campus, formerly known as "The Education Center-South" was designated as a campus in 1993. It serves surrounding high schools and community members as they attain career training and post-secondary college readiness. In AY2023, Desert Vista Campus had more than 5,830 undergraduates pursuing credit classes. The majority of students live in Tucson and the towns south of Tucson: Sahuarita, Rio Rico, Nogales, and Green Valley, with smaller numbers from the other surrounding areas. The campus enrolls traditional and non-traditional students (26% percent of the Desert Vista campus student population are over the age of 25) with day, evening, web-based, and off-site coursework. The student body includes 69.5% underrepresented students (1.7% Native American, 1.8% Asian, 4.3% African American, and 61.7% Latino).

Desert Vista Programs

Desert Vista Campus is home to 19 programs with a total FY23 enrollment of 3409 students. ([Desert Vista Campus FY23 programs, enrollment, and projections](#))

Human Resources

As of September 2024, the Desert Vista Campus [employs](#) 4 administrators (Campus Vice President, 2 Academic Deans, 1 Dean of Dual Enrollment), 94 classified staff, 24 full-time faculty, and 175 adjunct faculty.

Facilities to support learning

	Average Square Footage	Desert Vista Campus
Classrooms	732	20
Laboratories	773	30
Conference Rooms	318	8
Office & Open Office / Office Only	210/126	128 / 102

[Campus Map](#) (p.3)

Additional Student Services

Library Services

While the Desert Vista Campus Library is the smallest of the five libraries by square footage, it is conveniently located, sharing a spacious, bright, and modern second floor area with other important resources such as the Learning Center (tutoring), Tech Corner, more than 15 study rooms, computer commons, and more. Local print collections support general and transfer education, as well as campus-based programs of study and areas of research interest. A growing collection of children's books supports Desert Vista Early Learning Center's preschoolers and parents. The first community college library in the state to check out admission/ tickets to area museums, zoos, theaters, and gardens through Act One's Culture Pass program, Desert Vista Library continues to be a leader in offering student-focused, non-traditional resources and services. The library loans technology, calculators, aprons, puzzles, best-selling fiction, and more. Additionally, the library hosts programs and events ranging from weekly free coffee to mobile makerspace workshops or poetry reading events in the campus garden co-sponsored with Student Life.

Student emergency funds

Desert Vista Campus provides students with the opportunity to apply for emergency funds from an external agency, the Pima Foundation, to support their personal needs. From January 2019 until December 2023, 16 students received an average of \$945 in Emergency Funds for a total of \$15,131.77.

Grant Funded Student Services

TRiO Grant Program - Educational Talent Search (ETS)

This free program, funded by the U.S. Department of Education, provides students at participating high schools with academic, career, and financial counseling and encourages them to graduate from high school and continue on to complete a postsecondary education.

TRiO Grant Program - Upward Bound Math & Science

This program is a federally funded college prep program designed to serve low-income, first-generation college students. It is designed for freshman or sophomore students attending selected high schools that meet eligibility criteria. Program activities are focused on increasing student academic achievement and providing students with the knowledge, skills, and motivation to persist to graduation successfully and to enter and succeed in college.

TRiO SSS (Student Support Services)

The TRiO SSS (Student Support Services) program provides support services to low-income, first-generation, and/or students with disabilities. These support services include academic advising, career guidance, mentoring, and tutoring. The program strives to increase graduation, retention, academic standing, and transfer rates.

Childcare Access Means Parents in School (CCAMPIS) and Desert Vista Early Learning Center

The CCAMPIS initiative offers assistance to eligible PCC student-parents by assisting in eliminating barriers to high-quality childcare, and aiding students in completing their education. As part of this, the Desert Vista Early Learning Center opened in October 2022 for full day preschool-aged children (potty trained 3–5-year-olds). CCAMPIS operates this program using Head Start curriculum.

Campus-specific information

Desert Vista Campus is strategically located on Interstate-19 and Valencia Road and became the local agency sponsor for the **Tucson area's Skill Center**. Short-term programs are designed to move students quickly into the workforce, including Surgical Technology, Certified Nursing Assistant, and Licensed Nursing Assistant programs. In addition, the campus is home to Early Childhood and Post-Baccalaureate Teacher Education programs, and the College's award-winning Culinary Arts and Hospitality Center of Excellence (CoE) programs.

The Hospitality Leadership CoE will enhance the growth of our students and community by providing state-of-the-art industry design-driven facilities for a safe and engaging learning experience. The center will furnish hands-on practice while instilling leadership, communication, and entrepreneurial skills, elevating our learners' position for success in the hospitality industry and beyond. Kitchen studios are equipped with the latest baking equipment and hyflex classroom delivery methods. A hotel and restaurant management simulation lab engages students in a virtually augmented classroom setting which can place students in a variety of hospitality scenarios to master best practices.

