

## Multi-location Visit Institutional Report

### Instructions

Submit the completed report as a single PDF file to the peer reviewer assigned to conduct the visit and to HLC at [hlcommission.org/upload](https://hlcommission.org/upload). Select “Visit Materials” from the list of submission options to ensure the institution’s materials are sent to the correct HLC staff member. Brief evidentiary materials may be included if they are necessary to support information provided in the report. The report is due 30 days prior to the peer reviewer’s visit to the first location.

**Institution Name(s): Pima Community College (PCC)**

### Overview Statement

1. Provide a brief overview statement about current additional locations, and about the institution’s general approach to off-campus instruction. List the current approved active additional locations. For each location, provide the full address and all academic programs offered at the location.

PCC currently has 27 [approved additional locations](#). These locations meet specific needs of PCC’s community, serving high school students that wish to accelerate their postsecondary opportunities or locations that promote attainment of a certificate or degree with communities that do not have the opportunity to attend classes on either the main or branch campuses. This report focuses on the following additional locations:

- **Center for Transportation Training, 6680 S Country Club, Tucson, AZ 85709**
  - This location is now named “District Support Service Center/Maintenance and Services (M&S)” in our records.
- **JTED at Master Pieces, 2855 W Master Pieces Dr., Tucson, AZ 85741**
- **Desert View High School, 4101 E Valencia Rd, Tucson, AZ 85706**

PCC makes a concerted effort to ensure quality at all locations where courses are offered so that any student taking a PCC course has a productive and positive experience that meets the standards that have been established for credits earned from our institution. In summer 2023, the Provost established a [Director of Additional Location Compliance](#) position to ensure all HLC sites were visited, standards upheld, and the tracking of student success for those earning PCC credit at additional locations. A review of PCC’s processes resulted in changes to enhance a system of accountability with our partners. Specific

expectations and academic reporting lines are outlined for educational oversight through the July 2024 redesign of the [Department Head and Leadership Model](#) such as: collaboration with the Office of Dual Enrollment and High School Programs (DEHSP) and Deans to ensure academic oversight, updating procedures and forms to include all course requirements, observations of teachers on a specified timeline, initial site observations and other required site visits. To ensure consistency, beyond reviewing syllabi, a list is provided containing specific information to be provided to Dual Enrollment (DE) instructors.

DEHSP, within the Office of the Provost, is charged with establishing relationships and Intergovernmental Agreements with high school districts and employs staff to liaise with the schools to connect students and employees to PCC.

Other improvements include a new Administrative Procedure ([AP 3.25.08](#)) and three new Standard Operating Procedures (SOPs) ([PCC staffed](#), [partner staffed](#), [DE Handbook](#)) to define processes for establishing, monitoring, and closing Additional Location sites. The processes to close or establish Additional Locations are documented to ensure consistency and specify site visit expectations, faculty qualifications, equipment requests, and student support services. These processes also require participation in assessment of learning and management of operations.

To ensure more transparency and accountability for student services and support, a systematic look was taken at how additional locations are connected to the college. 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.

Below are a list of offerings at each of the requested Additional Locations.

### **Center for Transportation Training**

*District Support Service Center/Maintenance and Services (M&S)*

The Center for Transportation Training (CTT) is located at [6680 S Country Club, Tucson, AZ 85709](#), also known as District Support Service Center/Maintenance and Services (M&S).

Certificates offered are:

1. Class A Vehicle Driver Certificate
2. Class B Commercial Driver's License Certificate
3. Autonomous Vehicle Driver and Operations Specialist Certificate

### **JTED at Master Pieces**

JTED @ Master Pieces is located at [2855 W Master Pieces Dr., Tucson, AZ 85741](#). As part of a strategic effort to increase college-readiness among high school students, as well as attract and

retain students from underserved populations, PCC has partnered with JTED at Master Pieces to develop additional opportunities to support student success in CTE.

Program focuses include:

- Emergency Medical Technology (as of FY25, less than 50% of this program will be offered)
- Fire Science (As of FY25, less than 50% of this program will be offered)
- Administration of Justice (less than 50% of this program is offered)

Governing Board Approved DE courses:

Course	Course Name	Credits
AJS101	Intro to Administration of Justice Systems	3
AJS109	Criminal Law	3
<del>EMT100</del>	<del>Emergency Medical Technology</del> (Canceled as of FY25)	<del>9</del>
FSC101	Principles of Emergency Services	3
FSC127	Principles of Emergency Services, Safety and Survival	3
FSC130	Strength & Fitness for Fire Service	1
<del>FSC160</del>	<del>Wildland Firefighting</del> (Canceled as of FY25)	<del>2</del>
FSC173	Records & Reports	0.5

### Desert View High School

Desert View High School, located at 4101 E Valencia Rd, Tucson, AZ 85706, opened in 1985 as part of Sunnyside Unified School District #12. Desert View High School serves students in grades 9-12 on Tucson's South side. In an effort to increase college-readiness and recruit students from underserved populations, PCC has partnered with Desert View to create DE opportunities that allow students to complete college-level coursework in both transfer and Career and Technical education (CTE).

Program focuses include:

- Arizona General Education Curriculum (AGEC)
- Automated Industrial Technology
- General Machining

Governing Board Approved DE courses:

Course	Course Name	Credits
AIT105	Maintenance Operations	3
AIT110	Mechanical Systems	3
AIT125	Electrical Electronic Systems	3

AIT135	Electronics Assembly & Fabrication I	3
ART105	Exploring Art and Visual Culture	3
BUS100	Introduction to Business	3
BUS148	Ethics in the Workplace	3
CAD101	Computer-Aided Drafting	4
CAD117	Print Reading with CAD for Manufacturing	4
CAD142	Introduction to Parametric Modeling: SolidWorks	4
CAD172	Geometric Dimensioning and Tolerancing	3
CAD242	Advanced Parametric Modeling: SolidWorks	4
CIS103	Microsoft Windows Operating System Professional Admin	3
CIS104	Computer Fundamentals	4
CUL105	Food Service Nutrition and Sanitation	3
CUL140	Culinary Principles	3
DAR103	Introduction to Digital Video and Film Arts	3
EDU200	Introduction to Education	3
EDU206	Relationships in Classroom Settings	3
GTM105	Applied Technical Mathematics	3
HIS101	Introduction to Western Civilization I	3
HIS102	Introduction to Western Civilization II	3
HIS141	History of the United States I	3
HIS142	History of the United States II	3
HRM100	Introduction to the Hospitality Industry	3
MAC100	Introduction to Machine Tool	3
MAC110	Manual Machine Shop	4
MAC125	Inspection Quality Assurance	4
MAC130	Machine Setup and Fixture Making	3
MAC150	Computer Numerical Control (CNC) Mill Programming I	4
MAC155	Computer Numerical Control (CNC) Mill Programming II	4
MAC160	Computer Numerical Control (CNC) Lathe Programming	4
MAT142	Topics in College Mathematics	3
MAT151	College Algebra	4
MAT187	Precalculus	5

MAT188	Precalculus I	4
MAT189	Precalculus II	3
MCT105	Electronics Assembly	3
POS100	Introduction to Politics	3
STU100	College Success and Career Planning	1
THE125	Theater Production	2
WRT101	English Composition I	3
WRT101S	English Composition I / Integrated Studio	4
WRT102	English Composition II	3

2. What future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years) for additional locations?

DE has developed a [strategic plan](#) for their area. There are six focus areas with strategies listed under each to refine and expand the impact of the DEHSP team. Goals for 2024-2027 include:

- The development of clear Pathways for High Schools
  - identified as an HLC additional location by January 2025
  - offering more than 6 credit hours of DE courses by March 2025
  - offering any DE courses by October 2025
  - any additional other partner schools by January of each year
- Consistent communication with schools, students, and parents
- Smoother transitions to PCC
- Regular reporting of progress on the above goals

PCC has a specific process, detailed in AP 3.25.08, by which new additional locations will be added. PCC leadership has stated no new additional locations until December 2024 with one exception of one known Federal Prison location. After December 2024, new leadership at PCC will be determining the next Strategic Plan for the institution. Decisions about future growth of additional locations will depend on such planning. DE expansion is to be guided by community needs and advisory committees in collaboration with Academic Divisions and the Office of Strategy, Analytics, and Research.

The following shows the anticipated growth for the three additional locations this report focuses on:

### Center for Transportation Training

#### *District Support Service Center/Maintenance and Services (M&S)*

Employment [data](#) for heavy and tractor trailer truck drivers indicates a 5% growth in demand for drivers through 2033. The Center has historically (with the exception of pandemic timeframes where enrollment was limited to half the normal enrollment for safety reasons) increased enrollment each year. [Enrollment](#) increased 33% in AY23 (from AY22) and 19.23% in AY24 from

AY23. A leveling off of the increase was to be expected after an initial rulemaking went into effect in February 2022 that federally required training for new commercial drivers.

Given regular program growth, expected industry growth, and market share for private competitors, a 2% annual growth is expected through 2033.

	<b>FY24 (Unduplicated)</b>	<b>FY25 (Unduplicated)</b>	<b>FY28 3 years (Unduplicated)</b>	<b>FY35 10 years (Unduplicated)</b>
<b>Class A Vehicle Driver Certificate</b>	<a href="#">95</a>	97	103	118
<b>Class B Commercial Driver's License</b>	<a href="#">29</a>	30	32	37
<b>Autonomous Vehicle Driver and Operations Specialist Certificate</b>	<a href="#">1</a>	1	0*	0*

*\*Advisory committee members advise hiring will not occur for 18-24 months. Currently in program review and will likely be inactivated with a teachout.*

### JTED at Master Pieces

Maintaining equipment for a full fire science program is costly, challenging and not realistic for JTED; therefore, JTED students are getting exposure to fire science careers and to the skills needed to be a firefighter, but do not take the complete program. While attending JTED, they do not get their Fire I or their Fire II certification, which are required to work as a firefighter in the state of Arizona. Students completing the JTED Fire Science program wishing to continue in a Fire Academy after graduation will need to retake all of the Fire Science Academy courses, as Fire Academies are designed to be completed with a cohort and do not allow students to opt out of courses they may already have credit for. It has been challenging for PCC program leadership to ensure adequate equipment is maintained to ensure dual enrollment learning outcomes are met. Taking a strategic approach in considering both the equipment challenges and the benefits to the students in receiving dual enrollment credits for the Fire Science Certificate, in collaboration with JTED, we have determined that it is not in the best interests of the dual enrollment population to have the opportunity to enroll in the Fire Science Academy Track Certificate.

For the current year FY 25, PCC will continue dual enrollment for Fire Science but only for lecture based fire science courses that require no hands-on labs and do not require access to equipment. The following year FY 26; the fire science program will conduct a teach out of the

program at this additional location. PCC will continue to collaborate and engage with the JTED Fire Science students and the instructor providing support, career exploration, and exposure to educational options but will no longer offer dual enrollment for the program.

### **Desert View High School**

In the immediate future, course and program offerings will be predicated on availability of qualified instructors and student interest. Implementation of High School Pathways through the DEHSP strategic plan may require less courses in some areas and more in others to properly align with desired program outcomes.

## **Institutional Planning**

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1. How does the institution ascertain that facilities at each location will meet the needs of the students and the curriculum?

PCC has utilized the information gathered from the 2023 HLC multi-location visit report to review our processes and propose systematic changes. These changes ensure compliance with HLC mandates but more importantly, hold PCC administration, faculty, and staff to a higher standard when charged with the oversight of additional locations. Most notable, an Additional Locations Task Force was created and met once a month to write the new AP and SOPs establishing accountability and processes for additional locations. The newly established full time position of the Director of Additional Location Compliance was a co-lead for that task force. During Summer 2023, Administrators completed site visits at each of the 29 (at the time) active additional location sites where they shared the Multi-Location Report along with next steps for academic oversight and support. On [10/4/2023](#), the Acting Provost provided an update to the Board that included lessons learned from additional location partner feedback, such as requests for strategic academic pathway opportunities, concerns regarding staffing challenges, and the need for more communication and presence.

Site visits are required of faculty leadership in the new Department Head and Leadership Model established Summer 2024. [AP 3.25.08](#) details expectations for site visits, including assessing academics and operations, providing student services, ensuring compliance, and supporting faculty and staff. Academic Deans are expected to visit sites at least once per academic year for any location offering 50%+ of any certificate or degree program, including general education programs. Faculty Leaders are expected to visit once per academic year if any course in their area is being offered. Along with these visits, [documentation](#) is expected to be maintained using a specified form for review and record keeping.

The newly established SOPs ([PCC staffed](#), [partner staffed](#)) speak to Curriculum Assessment and Academic Oversight as well.

The [DE handbook](#) speaks to Curriculum Assessment and Academic oversight when it comes to sites that are offering DE courses. This portion of the oversight is completed by the PCC [department heads and leaders](#), who are charged with overseeing the course as they would other PCC courses taught by adjunct faculty.

SOPs also detail how equipment is to be requested, if needed, whether staffed by [PCC](#) or [external employees](#). As DE operates under a separate SOP, [additional language](#) is being added to dual enrollment IGA's to allow for the transfer of surplus equipment from PCC if available.

### **Center for Transportation Training**

#### *District Support Service Center/Maintenance and Services (M&S)*

This is a Pima-owned site that Pima owns and maintains. The Academic Director and/or program staff are onsite and able to notate any issues that need to be addressed within the collegewide FAMIS system.

### **JTED at Master Pieces**

Courses are being removed in Fire Science due to equipment concerns.

### **Desert View High School**

See [Facilities Question 1](#) response for Desert View High school for an example of adjustments that have been made since the last visit as a result of equipment evaluations. The DE area is implementing more standard [site visit forms](#) to ensure facility readiness.

2. What is the process through which the institution assesses and adjusts, as necessary, funding and staffing for locations

Newly established SOPs for additional locations have very similar processes for assessing the needs of the Additional Locations. Each PCC staffed site is assigned a designated Additional Site Manager and/or Director who is responsible for ensuring that there is sufficient staffing and resources at the location to support all required services and instruction as well as adherence to the established AP and appropriate SOP. All DE sites are responsible for identifying [qualified instructors](#).

The recent Department Head and Leadership redesign has also [allocated](#) funds to ensure that Faculty charged with overseeing academics at additional locations are paid for the oversight expected. The intention is to review allocations every three years, but there is the ability for Academic Deans to show growth and request more funds if oversight changes significantly.

Regarding the general college budget development process, PCC utilizes an incremental approach in which the prior year's allocations provide the starting point for the next fiscal year. Financial Services completes a review of current year budgets and active capital projects prior to facilitating the [Unit Allocation](#) and Capital Request Processes. [New](#) requests are reviewed to ensure alignment with PCC's integrated planning framework. The Capital Request Process also considers capacity of staff to implement ongoing needs, deferred maintenance, and lifecycle replacement of equipment.

PCC's organizational structure ensures oversight of district-wide departments and services along with associated budgets. Units meet with Finance and Business Services to review current budget and expenditure patterns and discuss strategies for achieving goals through resource allocation. The CFO and Financial Services staff review resource availability before resource requests are submitted to the Executive Leadership Team for review, prioritization, and [approval](#) prior to presentation of the proposed budget to the Board.



Outside of the annual development cycle, the Strategic Initiative Budget Request [process](#) captures all out of cycle requests. Such requests may include funds to implement a new program or service or out of cycle capital needs and are reviewed by Financial Services to determine if existing resources may be reallocated. The Human Resources department is available to discuss reallocating vacant positions and staffing needs.

### **Center for Transportation Training**

*District Support Service Center/Maintenance and Services (M&S)*

As a PCC staffed location, the [annual budget](#) is adopted as part of the larger budgetary process.

### **JTED at Master Pieces**

#### **Desert View High School**

Financial considerations and requirements for these locations are established through IGAs. DEHSP staff are covered within the College's annual budget cycle. Instructors, textbooks, equipment, and operating expenses are covered by the DE location unless stated otherwise in the IGA.

## **Facilities**

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1. How does the institution ensure that the facilities at each location meet the needs of students and the curriculum?

Please see the response under [Institutional Planning question 1](#) for how the institution evaluates facilities and equipment at the locations. To ensure that facilities meet these standards, potential follow-up to any deficits during the evaluation would include:

- following the equipment request processes in the appropriate SOP or following IGA process for third-party entities
- not offering the course until the facilities concern is remedied
- creating a way for students to take the course through PimaOnline or at a PCC branch campus until the facilities or equipment issue was resolved

Concerns about equipment were noted during the prior HLC multi-location visit, and the way in which those situations have been addressed are described below.

### **Center for Transportation Training**

*District Support Service Center/Maintenance and Services (M&S)*

At the February 2023 visit, the reviewer noted that one of the trucks needed repair. Since then, the College engaged with a local vendor to complete this repair. The work was successfully completed, and the College was [invoiced](#) for the work in April 2023. Additionally, significant investments were allocated through FY [2023](#) and [2024](#) capital budgets to include:

- [Repaving](#) of the Truck Driving Range (~\$550,000), completed March 2024.
- Removal, construction, installation, and utility connections for new office and classroom [modulars](#) (\$550,000), due for completion August 2024.

- Purchase and installation of a commercial driving [simulator](#) to assist students with learning CDL skills while reducing wear and tear on vehicles and equipment (\$125,000), completed in June 2024.

### JTED at Master Pieces

In the February 2023 visit, the reviewer noted concerns with Academic Oversight, Evaluation and Assessment, and Equipment, saying the Fire Science Program equipment is “either in short supply, needs repair or does not meet the standards set by the state of Arizona and the Pima programs.” Since then, the College completed visits at all additional locations, including JTED Master Pieces on [8/2/2023](#). The PCC Fire Science academic division reviewed the JTED Master Pieces [equipment inventory](#) list to ensure it met college and industry standards, however, no new equipment has been provided for this location at this time. As explained further in [Overview question 2](#), maintaining equipment for a full fire science program is not realistic at this site. PCC is taking a strategic approach in collaboration with JTED to determine that continuing dual enrollment for the Fire Science Academy Track Certificate is unnecessary. PCC will continue to collaborate and engage with the JTED Fire Science students and instructors providing support, career exploration, and exposure to educational options, but will no longer offer dual enrollment for the program. Evaluation and assessment were addressed using the Annual Assessment process for [Fire Science](#) and [EMT](#) program courses offered at this location.

### Desert View High School

During the February 2023 visit, the reviewer noted concerns with Academic Oversight, Evaluation and Assessment, and Equipment, stating that “while the faculty have equipment that serves the students, Pima has surplus and newer AIT and Machine Tool equipment that could enhance the laboratory experience at the high school.” Since then, the College completed visits at all additional locations, including Desert View High School on [7/18/2023](#). Evaluation and assessment were addressed using the Annual Assessment process for the [MAC](#) program courses offered at this location and the academic division entered [GELO Data](#) for the AGECE certificate. Additionally, language has been added to IGAs as described in [Institutional Planning question 1](#).

### Instructional Oversight

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1. How does the institution ensure that promotion, marketing and enrollment for the additional location stay in balance with the institution’s actual resources and technical capabilities?

To ensure marketing stays in balance with PCC’s resources, the two newly established SOPs that cover all non-DE sites ([PCC staffed](#), [externally staffed](#)) detail responsibilities for marketing.

DEHSP staff are assigned to these site locations and visit regularly to provide marketing materials and to provide information to relevant stakeholders. The department regularly engages in programmatic and institutional learning through meetings and weekly discussions with other departments at PCC.

## Center for Transportation Training

### *District Support Service Center/Maintenance and Services (M&S)*

The Center has a [marketing brochure](#) as well as individual flyers for the [CDL Class A](#) program, [CDL IBEST](#) and [Autonomous Vehicle Driver and Operations Specialist](#) programs. The Center also maintains social media pages on [facebook](#), [Instagram](#) and [X \(formerly Twitter\)](#). There are collegewide monthly meetings available to support information sharing and social media best practices.

With assistance from the Academic Director and Student Services Advanced Specialist, the Program Coordinator reviews and updates the brochures and website regularly to ensure accuracy and consistency with catalog and website.

## JTED at Master Pieces

The College provides DE site specific [banners](#) and [light pole banners](#) to solidify the connection between the site and PCC.

## Desert View High School

The College provides DE site specific [banners](#) and [light pole banners](#) to solidify the connection between the site and PCC.

### 2. How does the institution effectively oversee instruction at an additional location?

[AP 3.25.08](#) requires Academic Deans and lead faculty to visit each site with program offerings at least once per academic year. Each high school is also assigned a DEHSP Staff [point of contact](#) to assist with student support and act as a liaison between student support offices at the main/branch campuses.

The AP provides faculty expectations for minimum qualifications as well as requirements to follow Adjunct Faculty Contract expectations, use the college syllabus and learning outcomes, and to ensure students understand they are taking a PCC course. Faculty also are required to complete course learning outcome assessments within the timelines provided by PCC.

In the Department Head and Leadership [Handbook](#), Faculty leaders are responsible for communicating expectations, performing site visits, and ensuring that course expectations are met the same way that they would be met at any PCC campus. These faculty leaders are also a designated point of contact for faculty teaching dual enrollment courses, to ensure they have up to date information regarding the courses they are teaching. Science has put together a [comprehensive process](#) and work is being done to scale this process to other areas, starting with the appointment of the Vice Provost of Academic Access to oversee processes for Dual Enrollment.

The [DE Handbook](#) details expectations for DE Faculty along with liaison responsibilities and resources available. In addition, [SOPs](#) for non-DE sites require assessment results to be disaggregated and shared with the site location in order to collaborate on continuous improvement plans by August 1 each year.

## Center for Transportation Training

### *District Support Service Center/Maintenance and Services (M&S)*

The Academic Director, also a certified third-party examiner for the State of Arizona, is onsite at least three days a week. This allows quality control and continuous improvement with instructional staff. Course completion data and course and program learning outcomes are evaluated and analyzed.

The CDL program also has an advisory council where meetings are held twice a year. This council consists of industry employers; labor market data, course and program learning outcomes are provided to and reviewed by the Council.

## JTED at Master Pieces

[Site visits](#) are key to ensuring clear communication and program success. PCC performed [equipment checks](#) and then followed up on needed [changes](#).

## Desert View High School

[Site visits](#) are key to ensuring clear communication and program success. [AIT](#) has established procedures with an FAQ for DE courses, and Faculty leadership [work](#) with Desert View HS faculty to ensure expectations are met. Instructors are [evaluated](#) by PCC faculty leaders using the adjunct faculty evaluation form. [GELO](#) success data by location are available to inform conversations.

## Institutional Staffing and Faculty Support

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1. What evidence demonstrates that the institution has appropriately qualified and sufficient staff and faculty in place for the location?

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

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

Faculty may be certified in Transfer, Developmental, and/or CTE courses. Every three years, DFCs review, discuss, vote, and when appropriate submit revised FMQR (AP 3.01.01). Discipline leaders submit revisions in the format of an FMQRs, along with discussion points, to the Provost who approves

or denies proposed changes within 30 days. Qualifications are assessed to ensure transferability of courses and updated to meet all HLC guidelines ([BP 3.01](#)).

Associate of Applied Science (AAS) degrees are considered terminal degrees; therefore, an instructor may possess the same level of degree. Accordingly, combined with the experience clause, is the basis for credentialing AAS instructors.

After the HLC faculty qualification policy changes in November 2023, PCC convened a stakeholder group and revised the College's AP 3.01.01 to reflect the new guidance. All faculty, including [DE instructors](#), meet minimum qualifications using the standard method or through one of the alternative methods; therefore, all faculty are in compliance.

To further enforce the qualifications of the faculty teaching courses, [AP 3.25.08](#) and SOPs ([externally staffed](#), [PCC staffed](#)) were established. Specifically, all instructor staff must meet the standard eligibility requirements to teach in the respective area as set by the PCC Faculty Qualifications and Hiring Office and have an approved teaching contract before the course starts at an additional location.

All instructional staff will be selected, hired, and overseen in accordance with the PCC Employee Handbook and have access to the Teaching and Learning Center in addition to Faculty Professional Development opportunities.

### **Center for Transportation Training**

#### *District Support Service Center/Maintenance and Services (M&S)*

All instructors have qualifications matching the [federal guidelines](#) and PCC defined qualifications. Minimum requirements are reviewed at time of application. Instructors are also annually cleared through the federally-mandated Drug and Alcohol Clearinghouse. PCC hires and employs all staff and faculty.

### **JTED at Master Pieces**

#### **Desert View High School**

All faculty are on zero-dollar [contracts](#) with PCC at these locations.

2. What evidence demonstrates the institution supports and evaluates personnel at off-campus locations? Consider the processes in place for selecting, training and orienting faculty at the location.

[Expectations](#) of DE partners include:

- Faculty selection and certification
- Processes for additional location site review and approval
- Faculty responsibilities, including academic rigor, curriculum standards, instructional development, and delivery
- Standard procedures for ensuring appropriate facilities, equipment, and supplies

DE faculty liaison expectations specify ensuring DE instructors are invited to participate in professional development opportunities offered for adjunct faculty. In addition, the [DE faculty committee](#) is charged with consideration of the selection process, orientation experience, and professional development opportunities for DE faculty.

DE faculty have access to a [D2L course](#) with resources and training made available by the DE office. In addition, [checklists](#) are provided to faculty to ensure that they are prepared for their courses and aware of PCC deadlines. More resources may be found on the [Faculty Resource Page](#).

The Department Head and Leadership handbook requires the faculty leader to “Perform instructor Teaching Observations using the PCC approved Adjunct faculty [form](#), and provide documentation to the Dean”.

### **Center for Transportation Training**

#### *District Support Service Center/Maintenance and Services (M&S)*

The selection process complies with the College’s faculty hiring process. All instructors are certified through the Faculty Certification process, which also aligns with the Federal Motor Carrier Safety Administration (FMCSA) Entry Level Driver Training rulemaking. Upon hiring, staff instructors go through a shadowing/mentoring timeframe to become familiar with the processes and working with students. In addition, they attend a mandatory two-day collegewide orientation. All employees are oriented through a checklist at their worksite.

Staff instructors have professional development funds available from PCC annually. In addition, every 2-3 years, the site hosts a regional meeting through the National Association of Publicly Funded Truck Driver Training Schools to allow for networking with regional schools and their instructional staff/leaders.

The team typically meets every 2 weeks for staff meetings to discuss student issues, offering valuable training opportunities to work together to achieve student success. Regular instructional staff meetings are typically held monthly and focused on challenging student situations and consistency between instruction and state testing metrics. The Academic Director attends these meetings often to offer guidance and feedback on patterns from state testing for students. The instructional team is fairly new (longest tenure is approximately 3 years), so these meetings are an important communication and training tool to ensure quality.

The Academic Director for the programs is onsite consistently (at least 3 days a week) and observes student/staff interaction regularly. The Academic Director is a certified State of Arizona commercial driver license examiner, which serves as a quality assurance and assessment method. Staff instructors (faculty) are evaluated annually in accordance with the formal, collegewide exempt staff evaluation process.

## JTED at Master Pieces Desert View High School

For both DE sites, the selection process, training opportunities, orientation, and evaluation are the same. [DE Adjunct Faculty Qualifications](#) gives more specificity to the DE specific qualifications.

For additional professional development and connection to the PCC community, DE faculty were invited to the Knowledge for Educators Conference [2023](#) and [2024](#).

## Student Support

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1. What evidence demonstrates that the institution effectively delivers, supports and manages necessary academic and student services at off-campus locations?

The newly established SOPs ([PCC staffed](#), [partner staffed](#)) speak to Curriculum Assessment and Academic Oversight. The [DE handbook](#) speaks to curriculum, assessment, and academic oversight when it comes to sites that offer DE courses. This portion of the oversight is completed by the PCC [faculty leaders](#), who are charged with overseeing the course as they would other PCC courses taught by adjunct faculty.

To ensure students have access to the same services regardless of location, the SOPs describe the types of services that students should have access to. If any services are not offered at the additional location the course is offered at, they will be available at the branch campus associated with the site as well as virtually. PCC employees act as liaisons between the student support offices and students to answer any questions they have on access. These services include: library, tutoring, mental health counseling, accessibility, student life, financial aid and scholarships, military and veteran services, and career counseling.

DE students are assigned an “A” student identification number the same way all PCC students are, allowing them access to MyPima and a number of student support resources at the main campuses. The DE handbook specifies specific PCC [supports](#) such as academic advising and counseling; tutoring, academic support and library resources; students with disabilities; new student orientation for seniors transitioning to PCC; and Next Steps for Seniors.

Each additional site has a designated DEHSP point of contact to connect students and employees with PCC resources, working particularly closely with the high school counselors. A DE Transition Coach is also assigned to each DE site to provide support for transitioning students to PCC. DEHSP outreach includes a schedule of [Recruitment Activity Goals](#), ability for students to make a [Tour request](#), slides used as a [Presentation](#) introducing the DEHSP team, marketing for a [Next Steps](#) enrollment event, and [marketing resources](#) geared towards transitioning students to PCC.

To ensure more transparency and accountability for student services and support, a systematic look is being taken at how additional locations are connected to the College. All students are welcome to receive services at any branch campus, and academic oversight is handled by district-wide division

leadership, but for student support services and outreach purposes, every additional location will be assigned to a branch campus near them.

### **Center for Transportation Training**

#### *District Support Service Center/Maintenance and Services (M&S)*

The Center has a dedicated onsite Student Services Advanced Specialist who works with each student entering the commercial driver license programs. All learners are provided with onsite resources as well as access to collegewide virtual and branch campus based resources.

### **JTED at Master Pieces**

#### **Desert View High School**

Generally, DEHSP Transition Coaches are present on a weekly basis during the school year to support students, attend events, and run workshops. In the 2023-2024 school year, DEHSP staff [visited](#) JTED Masterpieces 44 times and Desert View High School 75 times for recruitment and DE support activities.

2. What evidence demonstrates that the institution provides students with sufficient access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid and job placement services?

Expectations for access to student support services are described more fully in the above question. In addition, information is provided to students via [standardized syllabi language](#).

### **Center for Transportation Training**

#### *District Support Service Center/Maintenance and Services (M&S)*

The Center has an open door for recruiter visits. While they have slowed significantly since COVID, Schneider makes regular visits onsite to recruit students. Because class sizes are small, the instructors inform the students verbally when recruiters are visiting upon receiving notification from office staff.

Other over the road companies, such as Melton, Werner, and Danny Herman Trucking serve on our advisory committee and have recruiters students can contact directly if they are interested in over the road driving. In addition, CTI and Raytheon are local employers who also serve a role in the Truck Driver Training Advisory Committee.

The onsite Student Services Advanced Specialist works with every student through their admissions process and connects learners to funding entities, such as Pima County One Stop/Arizona@Work and JobPath.

### **JTED at Master Pieces**

#### **Desert View High School**

DEHSP Staff conduct regular workshops where they sit with students to help them with the admission application in real time. Staff also manually register DE students for courses in concert with high school staff members.

While DE courses do not utilize financial aid, FAFSA and scholarships are promoted and supported by the transition team while at schools for students looking to transfer to PCC.



The Office of Financial Aid and Scholarships (OFAS) maintains regular communication with the JTED high school counselor as well as other high school counselors who have opted to receive updates regarding general [financial aid](#) information, OFAS [events](#), [scholarship](#) application cycles, and more.

### 3. What evidence demonstrates that student concerns are addressed?

Every DE high school has a point of contact responsible for all communication. When student concerns need to be addressed, the school is asked to direct students to this point of contact as their one-stop person to navigate or provide information/solutions to issues, etc. Furthermore, course syllabi encourage students to try to resolve any issues they have with their instructor first. If they cannot, they are advised to contact their instructor's supervisor, whose contact information is included in the syllabus. Syllabi also contain links to PCC's [Student Resources](#) webpage which includes links regarding student policies and complaint procedures.

The newly established SOPs ([PCC staffed](#), [partner staffed](#)) speak to Student Concerns.

#### **Center for Transportation Training**

##### *District Support Service Center/Maintenance and Services (M&S)*

Because the site is Pima-owned and regularly staffed, students have access to onsite instructional staff, Student Services Advanced Specialist, and Academic Director to express any concerns. When issues do arise, they are often addressed informally but the students also have formal College processes available to them. These resources are in the [syllabus](#) (maintained through the collegewide Simple Syllabus platform) and also referred appropriately by program staff/faculty.

#### **JTED at Master Pieces**

##### **Desert View High School**

Student concerns are addressed by their high school or center administration. DEHSP Staff visit locations and are available to meet with students that have concerns. Students may also complete the complaint form on their own. No specific examples of complaint responses are currently available.

If a student were to submit a concern through the complaint form on the PCC website, the complaint would be treated as any other student complaint received. If the complaint was regarding a grade, the issue would be referred to the Department Head overseeing DE for that area ([FAQ](#)). If the issue were a Title IX concern, the Title IX Coordinators for the two institutions would coordinate which institution would be responsible for addressing the complaint. This decision is context and fact specific.

## Evaluation and Assessment

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1. How does the institution measure, document and analyze student academic performance sufficiently to maintain academic quality at a location?

All faculty who teach a PCC course are required to assess common Course Learning Outcomes (CLOs) for every student of every section of every course in every term through department-constructed rubrics in the eLumen System, and the aggregate results of the CLO data are reviewed annually by the discipline. Discipline leaders create a minimum standard for each CLO that the actual data will be assessed against. CLOs assessing below that minimum threshold are a focus of future discussion for improvement. Additionally, CQI identifies anomalies, such as all CLO having success rates of 100%, and follows up with discipline leaders to identify issues with the learning outcomes or the process of assessing them.

Program Learning Outcomes (PLOs) are identified in new program [Assessment Plans](#) and are measured throughout the duration of the program. PLOs are indirectly assessed through the [mapping](#) of CLOs in eLumen, so that when CLO data is entered, they also contribute to PLO results. Discipline and program faculty are responsible for establishing and maintaining mapping, and when courses, CLOs, or PLOs are changed, mapping must be reviewed and updated by the discipline.

Programs offered through JTED and the Center for Transportation Training are guided by Pima and State of Arizona standards, which they must abide by. As a result, the certifications the students receive are of industry-standard quality, and the students are either able to enter the workforce or continue further education/training due to meeting the certification requirements. As such, academic oversight is ensured by the subject matter expert (Department Head or Director) and the responsible Administrator. These PCC leaders visit the site to ensure evaluation of the facilities, equipment, and teaching and learning in accordance with the additional locations AP and DE handbook. Fire Science and EMT DE instructors are included in discipline industry advisory boards meetings as well as division faculty meetings where all faculty work to provide information, guidance, and support.

To ensure expectations are clear for all additional locations, an [annual effectiveness summary report](#) is now due by August 1 each year for locations staffed by PCC or external to PCC. DE locations are also expected to be [evaluated annually](#) via a survey sent by the PCC DE office.

### Center for Transportation Training

*District Support Service Center/Maintenance and Services (M&S)*

[Assessment performance](#) is regularly collected from eLumen and monitored by various processes, such as an advisory committee (twice a year) and annual review of assessment data. The programs also are on a 4-year program review cycle where data is provided by Curriculum Quality Improvement and assessed by the program review team for program viability.

## JTED at Master Pieces

[EMT](#) and [Fire Science](#) programs (not just JTED) completed their annual assessment reviews of data in Spring 2024. These reviews are examples of program reviews that happen on a regular basis.

## Desert View High School

[Machining](#) (as a program, not just Desert View High School) completed a review of annual assessment data in Spring 2024. This review is an example of program review that happens regularly.

2. How are the measures and techniques the institution uses for a location equivalent to those for assessment and evaluation at the main campus or other locations? If there are differences, why are these differences appropriate?

There are no differences. The measures and techniques are outlined above based on the Course Learning Outcomes for each of the courses offered.

## Center for Transportation Training

*District Support Service Center/Maintenance and Services (M&S)*

This is the only location this program is offered.

## JTED at Master Pieces

## Desert View High School

Expectations for evaluation of CLOs are the same for DE as for any PCC course. Academic leadership and the DEHSP Office, respectively, are responsible to ensure that CLO data and grades are entered for each course taught.

## Continuous Improvement

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1. How does the institution encourage and ensure continuous improvement at a location?

To ensure expectations are clear that continuous improvement is expected for all additional locations, all additional locations are required to be evaluated annually. The data used for annual assessment are to include comparisons using disaggregated data to main or branch campuses where applicable to inform the improvement plan.

DE tracks high school visits and issues that need to be addressed via [spreadsheet](#) within the DE Department. With the rapid growth of DE, the college has focused on building a strong infrastructure to ensure high-quality programs. This has included adding staff to the DE team to oversee processes and build stronger relationships with high schools, enabling more direct support for each partner. The team is also working to [streamline operations](#), reducing the number of manual tasks while maintaining efficiency during peak times. Additionally, while the team is in the process of adding additional locations, managing “teaching sites” for compliance with credit limits and thresholds will be critical to assuring healthy and sustainable growth.

Student Learning Outcomes (SLO) data is documented and analyzed, and evidence is presented that faculty in each program have implemented needed curricular, pedagogical or delivery improvements to the programs. The College has taken the following steps to ensure a 360-degree approach to data.

1. **Collection:** The SLO system (described below, "Implementation of solutions") disaggregates by teaching location. All locations are [required](#) to complete [CLOs](#) identical to our branch campus courses. [Training resources](#) and a step by step [guide](#) on how to enter data is provided to all faculty, and annual assessment [deadlines](#) are shared with all additional location community partners.
2. **Analysis:** Through the Continuous Quality Improvement Annual Assessment process, Faculty and Deans overseeing Additional Locations can analyze Program Learning Outcome data, determine if Expected Levels of Achievement (ELA) are being met, examine factors contributing to Student Learning Outcomes (SLO) results, and explore strategies to improve SLOs. Starting in February 2023, DE data was able to be disaggregated and compared to the larger population of students, allowing divisions to work toward greater outcomes and success understanding.
3. **Implementation of solutions:** At the annual [Academic Affairs Data Day](#) held 2/9/2024 with full-time Faculty, the College set goals to create, revise, or assess productive grade rate (i.e., As, Bs, Cs) plans; review First Term No Success Data and identify interventions; and conduct meta-assessment, identify improvements, and begin linking with student success data. Additionally, the College developed a system to collect SLO data that can be disaggregated by division, demographics, modalities, and teaching location ([Digital Arts Animation example](#)). The Faculty and Academic Deans are provided this information annually as a part of the [Annual Assessment](#), with disaggregation by location as evidenced by the Digital Arts example.
4. **Evidence of impact:** Data will be gathered to determine the success of devised improvements. Academic Deans provide consistent oversight & documentation of additional locations.
  - a. The Provost's plan identifies Deans as "the ones to be held accountable and responsible" for academic oversight of additional sites.
  - b. Beginning Summer 2023, the Provost, Deans, and College officials visited each of the 29 active locations ([sample agenda](#)). Topics of discussion included expectations for facilities, equipment, and supplies, as well as support, training, and communication with on-campus faculty and leadership.
  - c. Per AP 3.25.08, Academic and/or Associate Deans are "expected to visit additional location sites at least once per academic year if the program has a certificate or degree program being taught at the site to ensure equitable student learning outcomes." These visits must be reported on the Additional Location Visit Reporting [Form](#). Additionally, the new Department Head Leadership Model outlines faculty visit responsibilities.

### Center for Transportation Training

Since the last site visit, our facilities have received significant improvements. The Center is now housed in two new modular buildings, we have a new paved range, and a simulator has been purchased through the collegewide capital funding process. This simulator has been in use for a short period of time but has led to improvement in student manual transmission shifting outcomes, saving wear and tear on equipment.

Through our previous review cycle, we were able to use data to justify accessing the capital funding process for a used Class B commercial vehicle.

During the last HLC site visit, one of our tractors was in for maintenance. While the students were not delayed in their training during the last site visit, we have added a purchase order for truck rentals to more easily access a back up vehicle if necessary. We also have a vendor on purchase order that is responsive to our needs to minimize downtime.

### **JTED at Master Pieces**

Example of communication via [Division Sheets](#) prepared by the DE Team for communication on courses at high school sites with the PCC academic divisions.

### **Desert View High School**

Example of Communication via Division Sheets ([Communications](#)) prepared by the DE Team for communication on courses at high school sites with the PCC academic divisions.

## **Marketing and Recruiting Information**

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1. What controls are in place to ensure that the information presented to students in advertising, brochures and other communications is accurate?

PCC has a stated commitment to sharing information as appropriate with students and the community ([BP 1.20](#)), and [AP 3.10.04](#) requires accurate, complete, and up-to-date information to prospective and current students. Internal Audits are a systematic approach ([AP 7.01.01](#)) to ensure the effectiveness of risk management, control, and governance processes. Reports from the Internal Auditor are provided to the Board at least quarterly ([BP 7.01](#)).

PCC establishes brand guidelines for all public facing information ([BP 10.02](#), [AP 10.02.02](#)), including pages centrally managed by the Office of External Relations ([AP 10.02.01](#)), to provide consistency in public communication to students and community. [Governing Board](#) information, [governance](#) structure, and [accreditation](#) relationships are updated as changes occur. A centralized faculty and staff [directory](#) is maintained on the public webpage, and the College Catalog annually updates lists of both [full-time](#) and [adjunct](#) faculty along with their credentials. The Academic Catalog provides program requirements, course descriptions, and graduation requirements. Cost estimation ranges posted on the College website use actual college [costs](#) and fees, regional costs of living ranges, and official sources such as U.S. [Bureau of Labor Statistics](#). Marketing also uses official sources, such as the EMSI, to communicate reasonable employment and wage [opportunities](#).

The External Relations Office is responsible for outreach and marketing to prospective students; overall brand awareness ([AP 10.02.01](#)); outreach to new and traditional media ([BP 10.01](#)); community engagement; outreach to federal, state, and locally elected officials; and organizing internal and external special events ([BP 2.05](#)). The department is advised by the [Enrollment and External Relations](#) Committee, which is made up of outside business and education leaders with marketing and community engagement backgrounds.

To ensure expectations are clear for all additional locations, SOPs for both PCC staffed sites and those sites staffed by others but overseen by PCC include sections on marketing. This section establishes a connection between the Additional Site Location Manager and/or Director and a marketing coordinator in the area under the Vice Chancellor for External Relations.

Guidance and recommendations for marketing for DE locations will be made by the DE [Partners and Stakeholders](#) Group with the intention of enhancing the DE program. In addition, for DE students, PCC Transition Coaches are assigned at each dual enrollment location. The [responsibilities](#) of these employees include helping students with applications and next steps, first term course recommendations, connecting with an academic advisor, assistance transitioning to PCC, sharing information about resources available to PCC students, and regular visits to all HLC approved extended locations and other sites as requested.

**Center for Transportation Training**

*District Support Service Center/Maintenance and Services (M&S)*

**JTED at Master Pieces**

**Desert View High School**

Please see [Instructional Oversight question 1](#) for specific examples of marketing.