A Brief Note to Our Community Readers:

Thank you for taking the time to review Pima Community College’s DRAFT Self-Study Report. We value the input and insights from our community at this critical stage in our process to reaffirm accreditation.

As you may know, the time frame given to us by the Higher Learning Commission (HLC) for conducting an extensive evaluation and submitting a Self-Study Report was approximately 15 months. In a normal situation (i.e., an institution not on probation), a college may spend as many as three years preparing for and writing a Self-Study Report. If PCC had been in such a situation, the draft report would have been reviewed and extensively revised, first by internal subject matter experts and then a broader College audience before being posted for public comment. However, due to time constraints, the internal review is occurring concurrently with the public comment period.

Because of this, we ask for your understanding as you review this first comprehensive draft of the report. Some sections are rough and may include grammatical or syntactical errors. Placeholders are present in areas where work is ongoing. Footnoting and hyperlinking to evidentiary documentation is not complete. Please know that improvements to the report will continue until the final version is submitted to the HLC on July 31, 2014. Even though this is an early draft, we must still adhere to the comment period beginning May 12, 2014 and running through June 1, 2014 in order to have time to complete the final document.

Thank you again for your time and dedication. Your comments will help improve not only the draft report, but the College itself.

Lee D. Lambert,
Chancellor
DRAFT

Pima Community College
2014 Self-Study Report

May 12, 2014
Introduction to the

Self-Study Process Structure
The Self-Study Organizational Structure and Process at PCC

The Self-Study process was designed to be inclusive, transparent and comprehensive. The interim chancellor appointed the provost’s office to lead and provide oversight of the self-study process. The organizational structure included: the HLC Project Management Team; Accreditation Working Group; 14 committees representing all areas to be studied; the Steering Committee; and Fast Action Teams.

HLC Project Management Team

The Project Management Team (PMT), the major decision-making body for the Self-Study report, consisted of the vice provost, the assistant to the provost, the assistant vice provost of grants, the advanced program manager in the provost’s office, and the principal writer of the Self-Study report. The PMT met on a daily basis for several months to develop processes, evaluate progress, and determine immediate and future planning.

Accreditation Working Group

This group, made up of administrators from various departments, campuses and the district office, assisted the project management team with decision making for the Self-Study during the Fall 2013. They also served as the liaisons to the fourteen self-study committees.

Fourteen Committees

The committees covered the following Self-Study areas: one for each of the five criteria; Assumed Practices; Federal Compliance; Follow-Up to the 2010 Self-Study; Follow-Up to Assumed Practices; Follow-Up to SLO Monitoring Report; Multi-Campus; Probation; Archives; and Writers. Committee members were comprised of PCC faculty, adjunct faculty, staff, administrators, and students, as well as community members. Other members of the committees included one of the PCC Board of Governors per criteria for accreditation committee; a committee liaison (working group) member; one administrative sponsor (to provide resources needed to carry out the committee charge); a self-study writer; and an archivist. There were approximately 300 volunteers serving on the committees. The committees were tasked with the following responsibilities:

- Carry out research and gather evidence of what we are doing or have done that supports the criterion or speaks to the topic area. These criterion or topic areas were grouped into the following zones:
  - Criterion or topic identified as “green”: meets or exceeds standard
  - Criterion or topic identified as “yellow”: meets standards, but needs improvement
  - Criterion or topic identified as “red”: does not meet standard
- For “green” or “yellow” zones, identify what we must do to come into compliance with the HLC in areas where there is no evidence, or evidence is inadequate. Identified “red zones” were brought forward to the HLC Project Management Team.
• Move forward with a plan for improvement.

**Steering Committee**

Each of the fourteen committees elected co-chairs to serve on the Steering Committee. Other members of this group also consisted of members of the Accreditation Working Group, the HLC Project Management Team, administrative sponsors, and two community members.

The Steering Committee’s primary role was to coordinate the work of the 14 Self-Study committees to ensure that timelines were met and that communication occurs across committees that are addressing similar issues. It also assessed the overall progress being made in meeting the Self-Study timelines.

**Fast Action Teams**

Once “red zone” topics and probation items were identified, the Project Management Team and the Working Group assigned subject matter experts to each item to serve on a Fast Action Team. Each team was given the task of creating a detailed fast action plan to solve the issue and then implement the changes.

**Organizational Structure for the Self-Study:**
Process to Determine Fast Action Teams

Each of the fourteen committees formed subcommittees to evaluate specific components in their purview. They conducted policy and procedure surveys, identifying evidence that demonstrated PCC’s compliance with HLC Criteria for Accreditation, Assumed Practices and Federal Compliance. Components that did not meet full compliance were forwarded to the HLC Project Management Team and the Accreditation Working Group to determine their status. If the component was determined as a “red zone”, a Fast Action Team was identified.
Criterion for Accreditation Process

During the Fall 2013, the five criterion committee members were asked to examine each of the components and subcomponents of their assigned criteria using the “Red”, “Yellow”, and “Green” zone scheme, write a report summarizing their findings, and submit them to the PMT and Accreditation Working Group. The “red zone” items were assigned to Fast Action Teams.
At the beginning of Spring 2014, the criterion committees were asked to submit a more comprehensive evaluation proposal, including a hypothesis and the methodology they used to determine the status of each of the subcomponents identified as either “green” or “yellow”. This Phase I of evaluation began the process of using data-driven evidence rather than opinion. Evaluation proposals were submitted to the PMT for feedback and direction.

For Phase II of the evaluation process, the committees used either or both qualitative and quantitative data, gathered by benchmarking with peer institutions and national reports, completed internal surveys and questionnaires, and researched best practices in order to write their final evaluative reports. Their reports included a summary of their findings, charts or graphs as proof, and a recommended plan for continuous improvement as needed.

**Process Chart for Criterion Committee Evaluative Reports:**

1. **Criterion Committees identify metrics; establish evidence-based practices for evaluating how PCC is doing**
2. **Committees compare PCC’s policies & procedures against evidence-based practices**
3. **Committees collect data to evaluate if PCC’s policies & procedures are achieving intentions**
4. **Committees compare PCC’s performance with its peer institutions**
5. **Criterion committees submit evaluation reports**
6. **Writers compose evaluative portions of Self-Study Report**
Response to Concerns about the Probation Sanctions
Response to HLC Probation Findings

The Higher Learning Commission’s Action Letter of April 16, 2013 informed Pima Community College that it was being placed on probation for findings of non-compliance with three Criteria for Accreditation:

- **Criterion Two, Core Component 2.A,** The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair ethical policies and processes for its governing board, administration, faculty, and staff.
- **Criterion Five, Core Component 5.B,** The institution’s governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.
- **Criterion Five Core Component 5.C,** The institution engages in systematic and integrated planning.

This section of the Self-Study focuses on these three criteria that led directly to the probation sanction and the College’s progress toward addressing the issues identified. However, the HLC also required the College to submit a monitoring report due to non-conformity with two Assumed Practices:

- **Assumed Practice A.4,** The institution provides clear information regarding its procedures for receiving complaints and grievances from students and other constituencies, responds to them in a timely manner, and analyzes them to improve its processes.
- **Assumed Practice B.2.c,** Faculty participate substantially in:
  a. oversight of the curriculum—its development and implementation, academic substance, currency, and relevance for internal and external constituencies;
  b. assurance of consistency in the level and quality of instruction and in the expectations of student performance;
  c. establishment of the academic qualifications for instructional personnel;
  d. analysis of data and appropriate action on assessment of student learning and program completion.

The College submitted the monitoring report on July 29 and the Commission accepted the report on August 6, 2013. The efforts undertaken to implement this plan since the acceptance of the monitoring report are detailed in the *Follow-up from the Assumed Practices Monitoring Report* chapter of this self-study [note]. Some overlap exists between the issues the College needed to address as a result of the probation sanction areas and those that resulted from non-conformity with Assumed Practices A.4 and B.2.c. We encourage readers of this report to cross-reference the two sections as needed.

As a part of the College’s overall effort to conduct the comprehensive self-study required by the Commission, a committee was formed to address and respond to these specific concerns of non-compliance with the Commission requirements. This committee conducted research and gathered evidence throughout the summer and fall of 2013 to identify areas that needed immediate remediation and to recommend corrective actions. Four Fast Action Teams were then established to enact the
operational and institutional changes necessary to remedy the issues that led to the probation sanction. These four teams were composed of subject matter experts in the operational areas of finance, human resources, institutional planning, and the Office of the Chancellor. The work of these Fast Action Teams will be summarized in the following chapter, but more detail on their research, analysis, and activities can be found in the individual team reports: finance [note]; human resources [note]; and the Office of the Chancellor [note]. Also summarized here, a more comprehensive account of the College’s efforts toward establishing a planning process that complies with the Criteria for Accreditation can be found in the chapter of the self-study addressing Criterion 5, Core Component 5.C [note]. Please note that as of the date of this writing, work is still ongoing in the area of Human Resources. This section will not be fully complete until the final report is submitted to the HLC in July 2014.

Since the receipt of the Action Letter, the College has worked diligently to rectify the shortcomings identified by the Commission and to fully comply with the Criteria for Accreditation and conform with the Assumed Practices. The College hopes that its efforts will not only satisfy the Higher Learning Commission’s requirements and lead to the removal of the sanction of probation but also help to establish a new institutional culture of accountability, trust, and a commitment to continuous improvement.

Finding: Pima Community College (“the College”) is out of compliance with Criterion Two, Core Component 2.A, “the institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair ethical policies and processes for its governing board, administration, faculty, and staff.”

Finance

In its April 2013 Action Letter, the Higher Learning Commission site-visit team cited deficiencies in financial management and oversight, specifically in regards to the issuance of institutional contracts, as evidence that the College is out of compliance with Core Component 2.A. The team also noted that the Arizona Auditor General had documented similar findings in its 2012 Report on Internal Control and Compliance. [note] The finding related to two contracts, one for executive coaching services and the other for services related to developing cooperative partnerships with local community-based organizations, that were awarded through the College’s sole source process. The Auditor General determined that the College’s procedures for awarding non-competitive agreements was too permissive and that measures needed to be taken to strengthen internal controls, increase oversight, and put further restrictions on sole source purchases of goods and services.

An internal analysis of the College’s procurement procedures and policies reached a similar conclusion and determined that the processes for scrutinizing and preventing unnecessary non-competitive procurements were insufficient and too permissive. The College worked in partnership with the Auditor General’s Office to develop a satisfactory remedy to these findings and has adopted measures to ensure that it operates with integrity in its procurement and contract processes, including strengthening internal financial controls. These improvements are documented in changes to the College’s standard practice guide governing contracts (SPG-1302/AB, revised March, 2013) and the College purchasing manual (revised September, 2013). [note] The processes for fair bidding on
institutional contracts now clearly restrict the use of non-competitive contractual awards to exceptional cases only. These exceptional cases are defined and in alignment with the Arizona state requirements for sole-source contracting (State Procurement Code ARS 41-2536). In addition, in the fall of 2013, the College conducted enhanced training on the revised purchasing procedures for all staff and administrators involved in the purchasing process.

In relation to the above finding the Commission determined that the College’s Board of Governors lacked processes to adequately oversee the institution’s financial practices. After discussions with the Board chairperson and the new Chancellor in July of 2013, the monthly financial reports presented to the Board of Governors were revised to make them more informative and easier to understand. The new reports, which include definitions of accounting terms and additional charts for both revenues and expenses, were introduced in detail at the regular September meeting of the Board of Governors. These monthly reports have also been expanded to include greater detail and explanations to further improve information provided to the Board and the public and to improve transparency.

The Board of Governors also underwent its own training that addressed the oversight of policies on fair bidding and financial practices. The training was conducted at a retreat facilitated by the Association of Community College Trustees (ACCT) in September of 2013. The Board of Governors has since created a finance and audit committee consisting of two Board members and five community representatives with the College’s Chief Financial Officer serving in an ex officio capacity. This committee meets no fewer than four times a year, and is charged with assisting the Board in its oversight and monitoring of College financial activities, policies, and procedures.

**Personnel**

The Higher Learning Commission site-visit team also cited the College’s inconsistent application of personnel policies and procedures as further evidence that it had not acted with integrity. It specifically noted that the policies regarding administrative hiring, termination, and reassignment were unclear and widely misunderstood. In response, the College has revised Standard Practice Guide SPG 4201/BA, *Filling Authorized, Vacant Regular Positions*, to emphasize that a job-related and defensible process must be used to fill vacancies. It also requires a business-case justification for filling interim, direct appointments, and reassignments and a new process has been adopted to document and track these business-necessity justifications. The process includes a review of all such justifications by the Chief Human Resources Officer before being forwarded for approval by the Chancellor.

The College also began providing professional development for staff and administrators involved in the hiring process beginning in January 2013. A workshop was developed entitled *Hire the Best for PCC* with the objective of ensuring that processes and procedures related to staffing decisions were understood and applied in a consistent manner across the College. The training also focused on helping hiring managers develop the skills to recognize and eliminate biases, and evaluate applicants appropriately and fairly. Faculty also received training in the hiring process in the fall of 2013 in association with modifications to the Faculty hiring process meant to increase campus involvement in the process and reduce time to hire.

Efforts have also been made to increase the transparency of administrative hiring decisions and...
create greater opportunities for college-wide involvement in the administrative recruitment process. For example, the recruitment and selection activities for the three Campus President vacancies in Spring of 2014 included college-wide committee interviews, campus-specific committee interviews, campus forums, campus tours and informal meet-and-greets, meetings with the Campus Cabinets and the Chancellor’s cabinet, before a final interview with the Chancellor.

Extensive work is ongoing in the Human Resources area. The results of these efforts will be incorporated into this document as the work is completed.

Policy

The Higher Learning Commission site-visit team additionally observed that many college policies have not been updated in over a decade. The College has since initiated a comprehensive process of review and revision for all Board policies, regulations, and standard practice guides. Steps have been taken to organize the policies into functional areas and the appropriate College units have been assigned the task of revising, deleting, or combining existing policies. These areas were further asked to identify circumstances where new board policies may be necessary. [note] Beginning in May of 2014, the Board of Governors will receive a monthly update at their public board meetings on the progress related to the ongoing review and revision of Board policy. [note]

Several board policies have already undergone recent revisions as part of the Self-Study process to address specific issues outlined in the Commission's findings or to otherwise strengthen compliance with the criteria for accreditation. In particular, the College updated the Standard Practice Guide, Procedure for Complaints of Discrimination, Harassment and Retaliation (SPG-1501/AA) in October of 2013 to clarify and strengthen the procedures for reporting complaints against the Chancellor or an executive administrator. [note] The College also enacted these changes in response to the HLC finding that the College did not act with integrity when it failed to conduct a prompt or serious investigation into allegations made against its previous Chancellor. The College has adopted numerous remedies in order to prevent a similar lapse from occurring in the future, including:

- Creating an ethics and complaint hotline hosted by a third-party provider that allows individuals to report complaints, anonymously or otherwise, via the Internet or toll free phone number; [note]
- Establishing investigations protocol and timelines for use by the College’s internal auditor to investigate complaints; [note]
- Requiring that all members of the Board of Governors be informed of any complaints made against the Chancellor that allege violations of policy;
- Requiring that allegations made against the Chancellor be investigated by a third-party reviewer;
- Revising personnel policies, processes, and procedures concerning the filing, investigation, and resolution of employee complaints and grievances; [note]
- Revising the student complaint and grievance process. [note]

Finding: The College is out of compliance with Criterion Five, Core Component 5.B, “the institution’s governance and administrative structures promote effective leadership and support collaborative
processes that enable the institution to fulfill its mission.”

Governance

The Higher Learning Commission site-visit team determined that the College did not meaningfully engage or collaborate with faculty, the administration, or the public when it adopted policies that had a clear effect on academic programs or met with public opposition. After a nationwide review of best practices at peer institutions, the College’s Governance policy (BP-1401) was revised to reflect a contributory governance model in March of 2014. The policy states the following beliefs:

- An effective governance model is necessary and vital to the operation of the District, so that the decisions of the Board and Chancellor are fully informed.
- Effective governance is achieved in a College atmosphere emphasizing contribution, cooperation, collaboration, civility, transparency and respect.
- Effective governance involves the College groups - regular and adjunct (part-time) faculty, regular and temporary staff, administrators and students - to provide input, as requested by the Board and Chancellor.

This revised board policy also required the formation of a College Governance Council consisting of students, faculty, staff, and administrators that will be consulted on issues that impact the College and its ability to fulfill its mission. The Council began meeting in April of 2014 and has been charged with providing inquiry, analysis, and input into the decision-making process on matters of policy and other issues of college-wide importance. [note]

The Commission determined that the College’s Board of Governors did not regularly review, update, or enforce the College’s financial and personnel policies and procedures. The team also found that the Board’s own policies were not current and that it lacked an effective committee structure that would enable it to exercise appropriate oversight of College operations. The Association of Community College Trustees (ACCT) was hired to conduct training for the Board of Governors on strategies for the implementation of an extensive review of board policies and procedures. This training was conducted in September of 2013 and included overviews of financial policies and procedures, the student and employee complaint process, and sexual harassment policies and reporting requirements. ACCT discussed with the Board the risks associated with contracting and procurement processes, the shortcomings of current processes, and recommendations for improvements to address issues and concerns. [note] In further consultation with ACCT, the college reviewed its board bylaws to determine how best to align them with the best practices of peer institutions. This review was completed in December of 2013 and the revisions to the Board of Governors bylaws were adopted in January of 2014. [note]

In addition to the Board of Governors Finance and Audit Committee, the Board has also created a Human Resources Advisory Team consisting of two members of the Board of Governors, the Assistant Vice Chancellor to the Chancellor, and the College’s in-house legal counsel. Beginning in June of 2014, the group will meet regularly to review information regarding how effectively the College is performing as measured by several core indicators.
Finding: The College is out of compliance with Criterion Five, Core Component 5.C, “the institution engages in systematic and integrated planning.”

Planning

The Higher Learning Commission site-visit team determined that the College was unable to effectively conduct integrated and systematic planning due to a number of factors including the existence of a culture that limited the College’s engagement of key stakeholders and constituents in the planning process.

An independent group of Pima Community College staff, faculty, and administrators created the College Culture Working Group in the spring of 2013 in what it described as a natural reaction to the call for change outlined in the HLC’s findings justifying the sanction of probation. In particular, the group wanted to address what the HLC site visit team described as “a culture of fear and retribution” that had hindered the College’s ability to comply with the Criteria for Accreditation. The working group hosted several meetings, forums, and workshops facilitated by a local non-profit group, the Center for Community Dialogue, with the purpose of constructing a framework that would promote positive changes in the College culture. The end result of their efforts was a document entitled the Blueprint for Healing that was presented to the Interim Chancellor, Dr. Zelema Harris, and incoming Chancellor Lambert in June of 2013. It contained the following recommendations:

- That the Chancellor publish a core set of expectations for College leaders that is clear and measurable;
- That the College engage in a systematic process to review and, where necessary, revise college policy and procedure;
- That the College make community outreach and dialogue a priority.

Chancellor Lambert has led a coordinated effort to systematically define the vision, values, goals and strategic priorities for Pima Community College since starting in the position on July 1, 2013. He has met with College employees, local business and industry leaders, national and international experts, community organizations, municipalities, not-for-profit organizations, and educational partners in an effort to ascertain how the College is received, what the College is doing well, where the College needs to improve, and how the College is meeting or falling short of the community’s needs. This data has been used to inform the development of The Pima Community College Chancellor’s Goals, Objectives and Timelines which was adopted by the Board of Governors in September of 2013. This document became the foundation of the College’s strategic planning efforts moving forward and, in addition to including elements recommended by the aforementioned College Culture Working Group, the Chancellors Goals, Objectives, and Timelines directly address many of the shortcomings documented by the HLC fact finding team.

The College’s new strategic planning process was adopted in response to the HLC findings and in alignment with the Chancellor’s goals and objectives. The process began with a gathering of data on the economic, political and socioeconomic landscape at the local, regional, and national level, examining

strategic plans from a wide range of other organizations, and soliciting input from College employees. The Consultant Cosgroves and Associates was hired to identify 15-20 possible priorities in alignment with local, state, national, and global initiatives for consideration for inclusion in the strategic plan. A Futures Conference for external College constituents was held on February 18, 2014 to consider which of these identified priorities should be included in the strategic plan. A strategic planning committee of approximately 70 individuals was formed including College students, administrators, faculty and staff as well as community members. The charge of this committee was to review the background resources and findings from the Futures Conference to develop the district-wide plan. The culmination of this process was the identification of the College's six strategic directions and specific goals within each. The six draft directions are:

1. Reaffirm HLC accreditation and fully commit to the HLC guiding values
2. Improve access and student success
3. Foster partnerships to strengthen educational opportunities in response to community needs
4. Improve responsiveness to the needs of business community and economic development opportunities
5. Increase diversity, inclusion, and global education
6. Develop a culture of organizational learning and employee development

The draft district-wide Strategic Plan was posted to the PCC website for comment on May 8, and it will be finalized and go into effect on July 1, 2014. The College will hold itself accountable to the plan through key performance indicators, which are currently under development and will be posted to the website. To ensure the College is fully engaged with strategic planning, this District plan represents the overarching direction, which will be supported by campus and work-unit plans. Those plans are being developed now and will be posted to the website as they become available.

Finding: The College is out of conformity with Assumed Practice A.4, “The institution provides clear information regarding its procedures for receiving complaints and grievances from students and other constituencies, responds to them in a timely manner, and analyzes them to improve its processes.”

Finding: The College is out of conformity with Assumed Practice B.2.c, “Faculty participate substantially in oversight of the curriculum—its development and implementation, academic substance, currency, and relevance for internal and external constituencies.”

Assumed Practices Monitoring Report and Action Plan

5 http://pima.edu/about-pima/strategic-plan/docs/strategic-planning-committee.pdf
6 http://pima.edu/video2.html?videoid=mp4:events/201403-25-strategic-planning.mp4
7 http://pima.edu/about-pima/strategic-plan/docs/20140508pccdraftstrategicplan.pdf
In its Action Letter of April of 2013, the Higher Learning Commission required the College to submit a monitoring report that addressed the above two findings including “a plan by which it will establish conformity with the Commission’s Assumed Practices related to complaints and grievance procedures (Assumed Practice A.4) and to faculty oversight of the curriculum (Assumed Practice B.2.c) by July 2014.” The College submitted the monitoring report to the Commission on July 29, 2013. The Commission accepted the monitoring report on August 6, 2013 and commended the College for “involving a broad constituency of the College and developing sound plans to address the findings of the processes thus far.” To ensure that the plans outlined in the monitoring report are successfully implemented, the College formed the Assumed Practices Monitoring Report Follow-up Team and the Complaints and Grievances Oversight Team in June of 2013. The work of these committees since the acceptance of the monitoring report is detailed in the Follow-up from the Assumed Practices Monitoring Report chapter of this self-study.

Conclusion

While the work to bring the College into full compliance with Criteria for Accreditation and conform with the Assumed Practices is ongoing, the College hopes that its efforts will not only satisfy the Higher Learning Commission’s requirements and lead to the removal of the sanction of probation but also help to establish a new institutional culture of accountability, trust, and a commitment to continuous improvement.
Follow-up from the Assumed Practices Monitoring Report
Follow-up from the Assumed Practices Monitoring Report

The Assumed Practices Monitoring Report outlines plans by which the College will establish conformity with the HLC Assumed Practices A.4. and B.2.c. -- areas of which the College was explicitly found to be in violation as of the January 16-18, 2013 fact-finding visit -- by July 31, 2014. The HLC accepted the plans contained therein on August 6, 2013, noting that the plans “outlined a complex agenda” but that “the College will succeed in fulfilling its plans for conformity if it applies the same rigor and organization to the tasks as it did in developing the monitoring report.”

The following chapter summarizes the progress and completion of each plan item contained in the Assumed Practices Monitoring Report. While the College emphasizes that these plan items are completed as prescribed, it acknowledges that several items remain in their infancy stages. These areas are described as “Next Steps” in their respective sections and list the College’s planned efforts to cultivate them. The College anticipates that they will mature to serve the best interests of the community.

A.4.

Complaints and Grievances Against the Chancellor

Introduction

Under former College administration, the Board did not address complaints surrounding the former Chancellor Roy Flores’ leadership style or claims that Flores sexually harassed individuals during his employment at PCC. In some of these instances, the Board member receiving the complaint did not communicate the complaint to other Board members or did not read the written complaint in its entirety. Additionally, because many of the complaints surrounding these claims came anonymously, full investigations of these complaints, as well as follow-up with the complainants, were impossible. The College did not have the proper mechanisms in place to facilitate clear and thorough complaint handling processes.

In response to the deficiencies described in the Monitoring Report, the College has reviewed and updated PCC Board of Governor’s (BOG) bylaws and policies to align them with peer institutions, to adopt best practices, and to implement a governance model applicable to PCC
that has a demonstrated record of success at other community colleges, with the overall goals of improving clarity, transparency, and analysis. The sections pertaining to the Chancellor that follow are organized as follows:

- Complaint Handling
- Governance Model
- Board Bylaw Review and Training
- Board Advisory Committees
- Board Training and Professional Development
- Chancellor Evaluation Process

Complaint Handling

Since the College’s submission of the Monitoring Report on Assumed Practices A.4. and B.2.c. in July 2013, it has implemented a myriad of changes to address the various problems associated with complaints and grievances against the Chancellor. In accordance with the first part of Assumed Practice A.4., “The institution provides clear information regarding its procedures for receiving complaints and grievances...”, Pima Community College codified the process of handling complaints and grievances so that General Council notifies all Board members of any complaint against another Board member and any complaint against the Chancellor. This ensures that all Board members have the same clear information and that, following the Arizona Rule of Professional Conduct₁, the organization’s highest level of authority, which is the Board, receives any report of concerns associated with the organization’s internal constituents.

As charged in the Assumed Practices Monitoring Report (page 42), the College explored and created a new, separate article in the Bylaws dedicated to complaint handling by the Board of Governors and which is separate from the former Article XII, “Orientation.”² Adopted on Dec. 11, 2013, Article XII “Response to Complaints”³ delineates the process by which the Board must handle complaints, including complaints given to individual Board members and those received during public comment at Board meetings, and specifies the processes the Board must follow to respond to complaints. The types of complaints subject to this process include complaints of a general nature, complaints about the Chancellor, and complaints about Board members. Article XII delineates the entire investigation process associated with complaints, including triage parameters and required steps in an investigation. With the inclusion of Article XII in the Board Bylaws, General Council discloses all complaints against the Chancellor or against a Board member to all Board members.

₁ Arizona Rule of Professional Conduct ER 1-13 Organization as Client
² Monitoring Report Assumed Practices A.4, B.2.c 2013
³ PCC Board Bylaws December 2013
Article XII also requires that a complainant be notified of the complaint’s resolution once the complaint process concludes. In the section below about the creation of an Independent Office of Dispute Resolution is a full description of the follow-up and closure associated with every complaint. This section also details how complaints and grievances are tracked in a central database with the functionality to generate reports and statistics, and to identify trends.

A subgroup of the Complaints and Grievances Oversight Team reviewed policies, regulations, and guides associated with complaints against the Chancellor. This group worked to update SPG-1501/AA (Procedure for Complaints of Discrimination, Harassment and Retaliation), effective 10/01/2013. This subgroup split Section 5.2, “Report or Complaint against the Chancellor, An Executive Administrator, the EEO/AA/ADA Officer, or the Title IX Coordinator” into three sections: a, b, and c. The revisions to Section 5.2 clarify the process, allowing the reader to easily navigate through the steps depending on his or her specific situation.

The College updated its Common Policy, resolving and codifying the process of investigations of the Chancellor, to eliminate the possibility of conflicts of interest. Prior to this update, General Council conducted investigations of the Chancellor. This arrangement created a circular chain of authority since General Counsel reports back to the Chancellor. In January 2013, the College revised this practice so that investigations of the Chancellor are now led by contracted outside legal counsel hired by the College. The College updated Common Policy Section V Code of Conduct/Discipline (page 47) on April 16, 2014 to reflect this change.

Governance Model

A group comprised of representatives from Faculty Senate, Staff Council, Student Government, the Chancellor’s Office, the College attorney, a campus president, and one Board of Governors member, researched and worked to create a governance model applicable to PCC. Benchmarking efforts began in May 2013 and concluded in March 2014. The group found that data gathered from Montgomery College was the most informative, and has modeled PCC’s Governance Model after it, while still incorporating other aspects from governance models used at the other colleges it evaluated.

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4 SPG-1501/AA "Procedure for Complaints of Discrimination, Harassment and Retaliation"
5 SPG-1501/AA "Procedure for Complaints of Discrimination, Harassment and Retaliation" DRAFT showing changes
6 Personnel Policy Statement for College Employees (Common) 2013-2014
7 BOG Meeting Packet April 2014
This group updated Board Policy 1401 “Governance,” which the Board approved at the March 12, 2014 BOG Meeting. This policy establishes a governance model at the College and defines the Board’s duties and the areas where it delegates responsibility to the Chancellor. The policy allows faculty, staff, administrators, and students to give considerable input into matters of college-wide significance through the creation of a 12-person College Governance Council. This council is comprised of three students, three faculty members, three staff members and three administrators. The council will be evaluated annually, at which time it may also be modified.

PCC’s governance model is consistent with that of its peer institutions. In cooperation with the group mentioned above, a representative from ACCT, Sindra Smith, researched Board policies from other community colleges and made recommendations back to Pima’s Board to help align the College’s governance model with peer institutions and adopt best practices. Her research and expertise in this area helped the Board reach an agreement on how to build a governance model.

The specific models that were evaluated from other colleges include:

- Montgomery College, Maryland (suggested by Chancellor L. Lambert)
- Santa Fe Community College, New Mexico (suggested by Interim President S. Ortego)
- Pasadena City College, California (suggested by HLC Criterion 5 Committee)
- Columbus State Community College, Ohio (suggested by HLC Criterion 5 Committee)
- Austin Community College, Texas (suggested by HLC Criterion 5 Committee)
- Cuyahoga Community College, Ohio (suggested by Interim Chancellor Z. Harris)
- Maricopa Community College, Arizona (suggested by Interim Chancellor Z. Harris)
- St. Louis Community College, Missouri (suggested by Interim Chancellor Z. Harris)

The College’s new governance model empowers the Board to interact with the external and internal community—both Pima County residents and PCC employees. Conversely, it empowers the community to interact with the Board, hence producing a healthy, shared governance relationship. This shared governance model clearly defines roles, responsibilities, and authority to create a deeper conversation between PCC and its community than the College has engaged in in the recent past.

Board Bylaw Review and Training

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8 BP-1401 “Governance”
9 Peer Institutions - Data Sharing Consortium Representatives 2009
Board Bylaws provide a mechanism to define the operation and responsibilities of the Board. At the beginning of his employment with the College, Chancellor Lee Lambert began working with the Board and the Chancellor’s Office to review all Board policies.

The College developed a regular timeline for reviewing and revising the Board Bylaws. Formerly, Board Bylaw revisions occurred on an as-needed basis and as the Board deemed necessary. However, the College revised Article IX\textsuperscript{10} on December 9, 2013 to require a review of Bylaws at least every three years; it also states that Bylaws may be amended at any time. In keeping with this provision, the Board revised all 12 Bylaws\textsuperscript{11} at its November 19, 2013 Study Session\textsuperscript{12}, and approved them at the December 11, 2013 Special Meeting.\textsuperscript{13}

In addition to reviewing the Bylaws themselves, the College developed a process to ensure that the Board receives regular training on their Bylaws. While the Monitoring Report describes the requirement of annual training on Board Bylaws, the College decided that a more efficient means to achieve this desired training is through the periodic review of the 12 total Board Bylaws. For example, the Board reviews all of their Bylaws every three years as mandated by Article IX and described above. Additionally, they may amend the Bylaws at any time. Board training is naturally embedded in this review process and, if needed, can occur more frequently than the minimum of three years.

**Board Advisory Committees**

The College reviewed the efficacy of initiating community advisory committees to the Board. A November 15, 2013 revision to Board Bylaw “Committees” Article VII\textsuperscript{14} allows for such an advisory committee to be convened for the study of particular issues, functions or areas. The Board began utilizing this option to further its effectiveness in governance in the Fall of 2013.

At the November 13, 2013 Board Meeting, the Board approved the creation of a seven-person Finance and Audit Committee.\textsuperscript{15} This group will assist the Board in ensuring it maintains integrity of its financial information, audits, internal monitoring, and investment policies and performance. The balanced makeup of the group includes five community representatives and two Board members. Additionally, PCC’s CFO will provide staff support to the group in an ex

\textsuperscript{10} Draft PCC Board of Governors Bylaws November 26, 2013  
\textsuperscript{11} PCC Board Bylaws December 2013  
\textsuperscript{12} BOG Open Study Session Minutes 11-19-2013  
\textsuperscript{13} BOG Special Meeting Minutes 12-11-2013  
\textsuperscript{14} November 19, 2013 Board of Governors Open Study Session Minutes  
\textsuperscript{15} Board of Governors Finance and Audit Committee Charter 2013
officio role. This group meets four times annually at public meetings and will report twice a year at regular Board meetings.

Board Training and Professional Development

In its January 2013 fact-finding report, the HLC learned that Board members had not received any training on sexual harassment. In the time since the Monitoring Report for Assumed Practices A.4. and B.2.c. was published, the Board has made great strides towards improving its knowledge of handling complaints regarding sexual harassment through trainings. PCC has implemented a comprehensive regimen of professional development for the Board that will aid in the development of an institutional governance model, and increase Board knowledge and skills regarding sexual harassment reporting and procedures and the HLC’s assumed practices, among other topics.

Through a two-year contract, the Association of Community College Trustees (ACCT) has trained the Board and will perform additional training, including training on sexual harassment. The ACCT’s training and development program for the Board includes a series of self-assessments to determine the areas of needed growth, quarterly retreats to support that growth, and a review of policies and procedures with recommendations. Topics for the Board retreats include: roles and responsibility, appropriate oversight and accountability, Board-Chancellor partnership, and avoiding micro-management. The policy and procedures review includes the creation of a Code of Ethics. The ACCT committed to examine the current Board policies for completeness, currency, and appropriateness, and pinpoint areas where the policies need improvement.

At the September 14, 2013 Governing Board Retreat organized by the ACCT, Jeffrey Silvyn, the College’s attorney, facilitated a two-hour session that included a review of sexual harassment policies and processes. He provided the definition of sexual harassment and described the protocols for reporting a sexual harassment complaint. A representative from ACCT and designated PCC administrators facilitated the training, which covered:

- Presidential Evaluation Process
- Board Self-Assessment Process
- Effective Public & Community Engagement
- Shared Governance
- Mission/Core Indicators/Mission Fulfillment

16 HLC 2013-0315 Fact-finding Visit Report (page 6)
17 ACCT BOG Training Contract July 2-13.pdf
18 ACCT Proposed Action Plan for Board Development 2013
19 September 14, 2013 Board of Governors Special Meeting Minutes
In the spirit of continuous improvement, the Board of Governors periodically attend various leadership sessions. On October 2-5, 2013, the Board attended\textsuperscript{21} the ACCT Leadership Congress ‘13\textsuperscript{22} in Seattle, Washington. Session topics attended by PCC Board members ranged from effective board governance policy, and measuring accountability, to Workforce Development needs and partnerships, and completion strategies for student success and completion. The Board also attended the ACCT Legislative Summit in Washington, DC on February 10-14, 2014. Sessions attended by PCC Board members\textsuperscript{23} ranged from Community College Priorities and the Department of Education TRiO Meetings, to meetings with individual congressmen.

Chancellor Evaluation Process

PCC developed a clear, concise and comprehensive annual evaluation process for the Chancellor\textsuperscript{24} that is expected to improve performance by the College and make it more transparent. On May 17, 2013, Chancellor Lee Lambert entered the Chancellor’s Employment Contract\textsuperscript{25} with PCCCD and its Governing Board. The contract states:

“In March, April or May of each fiscal year, the Board shall schedule and hold a personnel executive session for the purpose of conducting an annual evaluation of the Chancellor’s job performance. At such executive session, each individual Board member shall be given the opportunity to discuss with the Chancellor that Board member’s opinions concerning the Chancellor’s job performance. In addition to the annual evaluation referenced above, the Board may, in its discretion and at any time, schedule and hold one or more additional personnel executive sessions for the purpose of conducting additional evaluations of the Chancellor’s job performance.”

While the above contract describes the evaluation process in greater detail and affords the Board members more opportunity for giving performance feedback than did the contract with

\begin{itemize}
  \item Public Notice Process
  \item Grievance Policy/Process (Board role/appeal)
  \item Sexual Harassment Policy/Process
  \item Procurement Process.\textsuperscript{20}
\end{itemize}

\textsuperscript{20} Board of Governors Development Agenda September 14, 2013
\textsuperscript{21} ACCT Congress Sessions attended by PCC BOG Final.docx
\textsuperscript{22} ACCT Congress program.pdf
\textsuperscript{23} ACCT Legislative Summit Sessions attended by BOG.docx
\textsuperscript{24} PCC Board Bylaws December 2013
\textsuperscript{25} Lambert, Lee: Contract May 17, 2013
former Chancellor Roy Flores, the contract does not describe the Chancellor’s duties, qualifications, grounds for suspension, dismissal and non-renewal of contract, and strategic planning as do those of its peer institutions.26

To address this weakness, the College implemented the following changes to create an evaluation process that includes rationale, timelines, and specific evaluation areas. These revisions ensure consistency with PCC’s peer institutions’27 and fortify the overall evaluation process.

- clear expectations of the Board regarding the Chancellor’s responsibilities and behavior
- annual goals for the Chancellor to meet
- a reliable, specific method for gathering information to determine if those goals have been met.

Under previous College administration, evaluation of the Chancellor was a fairly fluid concept. For example, the only record of evaluation of Dr. Flores during his term of employment with PCC are self-evaluations he submitted at the Board’s request in 2009 and 2010. No other records of Board evaluations of the Chancellor exist from his term.28

To help align PCC with A.4 - that it analyzes complaints and grievances to improve its processes - the College developed new Board Policy 1103 “Delegation of Authority to the Chancellor”2930. This policy defines the role, power, authority, limitations and evaluation cycle of the Chancellor as determined by the Board of Governors by stating “the Board shall conduct a formal evaluation of the Chancellor on annual basis for the performance during the previous twelve months. In addition to any method of evaluation it may select, the Board shall consider the following: 1. Input from the Chancellor; and 2. Input from College employees, students, and members of the public.” In considering point #2, it is especially relevant that employee, student, and community complaints and grievances about the Chancellor be analyzed as part of the Chancellor’s regular evaluation by the Board. The College can subsequently consider changes to policies where deemed appropriate, and thus improve its processes through the analysis of complaints and grievances.

The Board also measures the Chancellor against the Board-approved Chancellor’s Goals,31 created to address needs such as: ensuring accountability and transparency in leadership,

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27 Peer Institutions - Data Sharing Consortium Representatives 2009
29 BP-1103 “Delegation of Authority to the Chancellor” DRAFT
30 BP-1103 “Delegation of Authority to the Chancellor”
31 Chancellor’s Goals, Objectives and Timelines 2013-14
establishing the college vision and improving its climate, and creating deeper community engagement. In Chancellor Lambert’s words, these goals are “embedded in getting back to basics.”

The Chancellor’s Goals are:

1. Successfully complete and submit all reports needed for reaccreditation under the Higher Learning Commission (HLC).
2. Improve and strengthen the level of constructive employee engagement College-wide.
3. Restore professionalism and confidence in the leadership and governance of the College.
4. Increase the level of community engagement by the Board of Governors, the Chancellor and the administrative leadership team within Tucson and Pima County, the state of Arizona and nationally.
5. Improve the operational effectiveness of the College guided by data informed and evidence based decision(s).

The Chancellor’s Goals align with the objective of creating greater transparency in the College, and improved performance by the College. Detailed objectives for each of these five goals can be found in the Chancellor’s Goals, Objectives and Timelines.

The Board of Governors decided to model after the ACCT Chancellor Performance Appraisal, including completion of the Chancellor’s goals, in its evaluation of the Chancellor. To ensure that progress is being made to achieve the Chancellor’s Goals, members of the Chancellor’s Cabinet are charged with follow-up for each area. Each of the Chancellor’s Goals has been assigned to members of the Chancellor’s Cabinet, who periodically report on this progress at Chancellor’s Cabinet meetings.

Complaints and Grievances Made by Students, Employees, and the Community

Another deficiency described in the Monitoring Report pertains to complaint handling for students, employees, and community members. As previously mentioned, complaints of sexual harassment were not appropriately handled, and student complaint processes were unclear and inconsistent at PCC, among other things.

To remedy these deficiencies, the Complaints and Grievances Oversight (CGO) Team reviewed existing complaints and grievances processes for all constituent groups (students, employees
and community members), including appropriate policies, procedures, and SPGs, and identified and implemented improvements and simplifications. The policies and processes are now clear and easy to navigate. The improvements also include an avenue for administrators to file complaints and grievances.35

In a collective effort, the CGO team, the Ad Hoc Grievances Working Group, and the Monitoring Report Follow-up (MRF) team, performed a comprehensive review of policies and procedures involving complaints and grievances made by students, staff, and the community. Tasks performed in this review process include:

- aligning all complaint and grievances processes
- reviewing EEO/Affirmative Action and Disabled Student Resources
- reviewing and editing current procedures
- collecting feedback from external groups that reviewed these revised procedures
- collecting feedback from students, staff, and faculty
- developing a widespread communication plan to provide information on the new processes.

Employee Grievances

The CGO team and the Ad Hoc Grievances Working Group, a group of employee volunteers whose goal is to revise Section VI of the 2013-14 Common Policy, reviewed the grievances processes for employees. This working group is comprised of representatives from three employee groups, the governance bodies, and administration. It is co-chaired by the Executive Vice Chancellor for Finance and Administration.36

These two groups presented the proposed employee grievance procedure (link to evidence when available) to the Chancellor’s Cabinet on December 3, 2013. The presentation included:

- how the grievance procedure aligns with the Monitoring Report requirements and addresses the weaknesses and recommendations from the Monitoring Report related to employee grievances
- the cost, if any, associated with the new procedure
- data from benchmarking the proposed revised procedure against best practices at other organizations
- a summary of all views of the procedure (minority and majority views) from the Working Group if there are dissenting opinions among members

35 Monitoring Report Assumed Practices A.4, B.2.c 2013
36 Chancellor’s Cabinet Meeting December 3, 2013
The Chancellor’s Cabinet approved the revised Grievance Policy on April 1, 2014. The Independent Office of Dispute Resolution, detailed later in this chapter, will implement this policy in the office’s processes. The Grievance Procedure applies to all regular faculty, classified employees and administrators and is now simplified, easy to navigate, and includes an avenue for administrators to file grievances. The Grievance Procedure defines and limits grievances to “allegations that a specific personnel policy statement provision, a standard practice guide (SPG), and/or regulation has been or is being misapplied, misinterpreted, or not applied in such a way that the grievant or his/her working conditions have been affected.”

In contrast with the definition of a grievance as described above, a complaint is defined as “a request for the resolution of a problem, conflict, concern, or issue; this may include, but is not limited to:

- For employees - relationships with colleagues and/or supervisors; communication; non-compliance with policies; concerns regarding job duties, responsibilities, and assignments; and safety and environmental issues.
- For students - concerns that a policy or procedure of the College has been incorrectly or unfairly applied, or a concern about a person’s behavior.
- For community members - concerns regarding customer service, compliance with policy or laws, operations, or processes; this includes concerns from and regarding College vendors.

The sections below describe in detail the Student, Employee and Community complaint processes, including descriptions of the complaint intake, handling and follow-up processes.

Student Complaints and Grievances

To address the area of student complaints and grievances, the College restructured the student complaints portal on the PCC website using new, simpler and clearer instructions for students to submit a variety of types of complaints. As explained in the “Recent Improvements” section on page 34 of the Monitoring Report, the College removed conflicting information about how to file a complaint, and clarified and streamlined the information to facilitate a smooth complaint submission process.

To verify the usability and clarity of the new website complaint portal, faculty members of the Student Complaints Process Workgroup conducted a Student Complaint Processes Feedback Form survey in November 2013 of the students in several sections of Math and Writing.

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37 Chancellor’s Cabinet Meeting Minutes April 1, 2014
38 Student Complaint Processes Feedback Form
courses. One of these sections included a Developmental Education writing class. The survey asked student participants to evaluate the overview page of the student complaint process on the PCC website, then review the College-related, faculty-related and grade-related complaints pages, and submit feedback on each.

Of the 41 students that participated, most students (71%) evaluated the overview page of the complaint process on the website as easy to follow with clear explanations. While no negative comments were submitted, students recommended that they have direct contact information available or a flow chart detailing the process. Most students (71%) indicated that they would prefer to try to resolve any complaint or grievance with the party involved using the informal process; 22% of the students indicated they would prefer to enter the complaint formally using an online form that would then be submitted to a 3rd party. Half (50%) of the students indicated that they felt confident about navigating the complaint process, while the remaining 50% felt somewhat sure, but thought further guidance would be needed. One student stated that he/she did not understand the process.

Use a chart to convey these survey results.

A sub-group of the CGO team, formed to address student complaints processes, compiled final recommendations based on student, staff, and faculty feedback. This sub-group submitted a report to the CGO chairs on Dec. 23, 2013 which details the results of the Student Complaint Processes Feedback Form survey. The sub-group recommended changes for the process, including offering the student choices for making an informal complaint. Such options could include: contacting an ombudsman/third party impartial individual to discuss their concerns, speaking directly to the individual, or filing a complaint online. Additionally, the sub-group recommended training for administrators, staff and faculty; an adjunct faculty portal that includes resources, professional development opportunities, and other important information; modes to distribute information to students when they file a complaint that inform them of their rights and responsibilities (i.e. syllabi, D2L links, public website, MyPima student resources channel, student handbook); and the centralization of the EEO/Title IX offices to ensure consistency in the processes being followed by all parties involved. The sub-group based these recommendations on the needed improvements listed on page 35 of the Monitoring Report and incorporated them into the holistic complaints process.

39 Memorandum: Recommendations to the CGOT about the revised student complaints process (Dec. 23, 2013)
40 Monitoring Report Assumed Practices A.4, B.2.c 2013
The Monitoring Report recommends that the College review and revise College Regulation 3502/D “Record of Student Complaints”\(^{41}\), as the HLC Fact-Finding team found that the College was in violation for not consistently keeping logs of complaints and corresponding responses at each of its campuses. While the College made an effort to log student complaints in 2010, by 2013 only one campus used the log and other campuses had adopted other inconsistent methods of logging complaints. Until now, the College last revised College Regulation 3502/D in March of 1999. Additionally and as part of the continuous improvement process, the College recognizes the importance of analyzing complaints to continually improve its processes.

College Regulation 3502/D cross references Board Policy 3502 “Official Student Records”\(^{42}\) and Board Policy 5602 “Data and Information Sharing.”\(^{43}\) The College reviewed these regulations in April 2014 and found them to be current in content and relevance. The College discovered that these regulations were irrelevant to the complaint process. Therefore, they did not require any revisions, except that the cross-reference to College Regulation 3502/D be removed.

In the area of student complaints and grievances, the CGO Team determined that “initial” was a more accurate term than “informal” to describe this level of complaint submission. For clarity, the CGO Team changed the term “formal” to “written” when referring to submitting a complaint. To ensure that these terms are used the same throughout all College complaints and grievances processes, the College updated the following web pages:

- Student Complaint Processes\(^{44}\)
- College-Related Complaints from Students\(^{45}\)
- Faculty-Related Complaints from Students\(^{46}\)
- Grade Complaints from Students\(^{47}\)

Employee and Community Complaints

Employee and Community complaints are addressed later in this chapter in the section regarding the Independent Office of Dispute Resolution.

Policy and Procedure Changes in the Area of Complaints and Grievances

\(^{41}\) RG-3502/D “Record of Student Complaints”
\(^{42}\) BP-3502 “Official Student Records”
\(^{43}\) BP-5602 “Data and Information Sharing”
\(^{44}\) Student Complaint Processes webpage June 5, 2013
\(^{45}\) College-Related Complaints from Students web page
\(^{46}\) Faculty-Related Complaints from Students web page
\(^{47}\) Grade-Related Complaints
Included in the overall complaints and grievance review is the re-wording of the processes referred to as “formal” vs. “informal.” Pima Community College clarified the terms “formal” and “informal” and ensured that they are used the same throughout all College complaints and grievances processes.

Historically, informal and formal complaints and grievances processes confused College constituents, resulting in a lack of follow-up, and unnecessary repetition of parts of the informal process within the formal process. Informal complaints were not part of a codified process, and thus did not necessitate follow-up. 48 Additionally, the College did not track complaints submitted in the informal process, and the College did not require the follow-up and standardization of complaint handling. Consequently, the “loop” of complaint handling - from intake to resolution and follow-up - was not consistently closed. In order to streamline the employee grievance process, the College clearly defined the terms “complaint” and “grievance.” Now, it is more obvious how an employee’s step-by-step complaint or grievance process should progress.49

To clarify the complaints processes for College employees, the College revised SPG-1501/AA “Procedure for Complaints of Discrimination, Harassment and Retaliation.” 50 Prior to October 2013, this SPG gave general directions on how complaints should be submitted, but the specific process remained unclear. 51 A subgroup of the Complaints and Grievances Oversight Team updated this SPG on 10/01/2013. This subgroup split the Section 5.2, “Report or Complaint against the Chancellor, An Executive Administrator, the EEO/AA/ADA Officer, or the Title IX Coordinator” into three sections: a, b, and c, and re-worded it to clarify the process.

The College invited non-exempt employees to participate in a survey regarding the meet and confer process in a February 10, 2014 email. The survey queried areas such as how non-exempt positions are filled, grievance and complaints by employees, and leaves and performance management. Results (evidence) indicate...

(Insert exempt employee survey info?)

To ensure the new complaint process information is widespread and reaches all College constituent groups, the CGO Team initiated a communication and training plan.

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49 Monitoring Report Assumed Practices A.4, B.2.c 2013 (page 39)
50 SPG-1501/AA "Procedure for Complaints of Discrimination, Harassment and Retaliation"
51 SPG-1501/AA Procedure for Complaints of Discrimination, Harassment and Retaliation DRAFT
Next Steps:

● Vice Presidents of Development and the Assistant Vice Chancellor of Student Development will work to establish student complaint process information in the New Student Orientation, the student handbook, and the student resources web page.
● VPIs and the Vice Provost will also include information about complaints processes in the Adjunct Faculty handbook and in course syllabi.

Complaint and Grievance Intake and Resolution Process

The CGO Team created clear and consistent processes for the intake and handling of complaints and grievances and feedback holistically across all constituent groups, including triage, investigation, response, training, follow-up, closing cases and tracking for trend analysis. These processes take the form of three distinct components: a centralized database, a centralized office, and investigative assistance.

The first component involves a tool that the College has used since September 17, 2012: EthicsPoint, a confidential and comprehensive reporting tool that allows employees to submit concerns and complaints. The CGO Team viewed a demonstration of EthicsPoint on December 10, 2013 allowing them to investigate whether this tool would work well for students and community members who wished to file complaints, in addition to serving employee complaint needs. The CGO Team reviewed the tool’s enhanced functionality and determined that it performs admirably for intake, tracking, reporting and overall handling of complaints for both community members and students. As a complaint handling tool, EthicsPoint enables the Office of Internal Audit to investigate complaints further, or assign complaint submissions to the appropriate person or department for follow-up. Additionally, EthicsPoint assigns a report key and allows complainants to set up a password so that they can remain anonymous throughout the process and still view the status and follow-up of their complaint.

Upgrading the EthicsPoint tool to include students and community members will initially cost $30,000. The annual cost of using the upgraded version of EthicsPoint is $10,000. This expansion includes an updated portal with links on the Pima website. Currently, EthicsPoint is developing schematics of the upgraded system for review by the College.

The CGO Team reviewed the intake process for EthicsPoint and determined that the Office of Internal Audit (as the current process dictates) is the appropriate place for EthicsPoint feedback to be fielded and triaged.

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52 Chancellor’s Reports
The second component of the overall complaint and grievance intake and resolution process is an independent office to oversee and track complaints, grievances and feedback from all constituent groups. The office is autonomous and insulated from influence by administration or the Board of Governors. Having thoroughly considering other options including the possibility of hiring an external agency to evaluate complaints and grievances, the Complaints and Grievances Oversight Team determined that the most effective way to proceed is to establish this separate college-run office to field and process these complaints.

The Independent Office of Dispute Resolution creates an autonomous location for complaints and grievances to be addressed, free from influence by the Board or administrators. This office, called the Independent Office of Dispute Resolution, includes two full-time positions: a Director and an Advanced Program Manager (APM), who report to the Internal Auditor. The College posted these two positions on Pima’s Jobs site in early April 2014.

The APM will serve as an investigator who will report, but will not make recommendations, and will maintain the EthicsPoint database, identifying trends in complaints, track complaints and ensure that the loop is closed at every level. The Director of the Office of Dispute Resolution will “provide oversight of the department including fair, consistent, and efficient management of dispute resolution processes for employees, students, and community members, including intake and screening, triage and investigation, response, follow-up, tracking, trend analysis, and reporting to the relevant parties.”

The estimated total cost of this office, including the two staff positions, is $300,000. This office allows complaints and grievances to be submitted using three different modes: in person with a contact person at each of Pima’s campuses, online via a link on the Pima website, and in person at the independent office. Additionally, employees can seek guidance from the HR Employee Relations office. The Chancellor approved the model for the Independent Office of Dispute Resolution on February 7, 2014.

The Complaint and Grievance Intake and Office of Dispute Resolution flow chart illustrates the progression of each method of intake. Every process is tied into a central database which will track every complaint and grievance, and will incorporate other functions of the independent office. Full investigations, investigation assistance, database management, analysis and reporting, and quality assurance and follow-up all fall under the umbrella of the duties of this

53 Job Description: Director, Office of Dispute Resolution
54 Complaint and Grievance Schematic
independent office, which will be housed within the Office of the Internal Auditor at the College’s District Office.

The Chancellor informed College employees and students in an email about the new office, describing its purpose and encouraging them to utilize the office if they have a complaint or grievance so that their “concerns will be addressed consistently, objectively and fairly.” The College initiated an educational marketing campaign to inform all stakeholders regarding the function and role of the new office. This plan includes:

- college-wide email
- press release
- review with Staff Council
- Review with Faculty Senate
- Article in @PimaNews
- Review with campus cabinets
- Meeting with student government representatives
- Board information items
- attachment to paycheck stubs or Direct Deposit emails
- posters at campuses
- web page announcement
- article in Aztec Press
- training/information sessions through Professional Development in Human Resources

The College will evaluate the Independent Office of Dispute Resolution after six months to address any changes that could improve its effectiveness.

The third component of the overall complaint and grievance intake and resolution process is the access to an external, independent investigative service to address complaints that should not or cannot be properly handled internally and created a process for determining when an external investigator should become involved. The CGO Team determined that having access to external, independent investigative services is appropriate and necessary when a potential conflict of interest arises in a “normal” investigation, for investigating complaints against the Chancellor or other Executive Administrators, and/or if current resources do not allow for the timely completion of an investigation.

Before the revision of SPG-1501/AA “Procedure for Complaints of Discrimination, Harassment and Retaliation” on October 1, 2013, this SPG did not make provisions for investigations of this

55 “PCC’s new Office of Dispute Resolution” email from Chancellor Lee Lambert
56 ODR and Related Processes - Marketing.Education Plan (DRAFT)
nature; the revisions added section #9 “Rights to Make Complaints to Outside Agency.”57 This SPG addresses the area of behavior assessment and lists only three external agencies with varying timelines for resolution. Therefore, the CGO Team also identified the need for a broader pool of investigative services that can be readily available to address other areas. The CGO Team completed an RFP for “on-call” investigative services on ____.  A policy is expected to be developed to outline the process for determining when an external investigation of this type is necessary.

The CGO Team recommended that the Human Resources Department review Employee Relations to determine whether this area serves as a consultative body or an investigative body, or if complaints and grievances oversight should be reassigned to another area. When the College began using EthicsPoint in 2012 as a complaint reporting hotline, the Board would receive a quarterly report compiled from EthicsPoint by the Director of Internal Audit. Employee Relations, an arm of the Human Resources (HR) organizational structure, on the other hand, did not submit such reports to the Board. However, Employee Relations is charged with the responsibility of handling employee complaints.58 Employee Relations also did not formerly allow administrators to file complaints.

In October of 2013, the College hired Mark D. Ziska as an Interim Vice Chancellor of Human Resources59 to review HR’s organizational structure, processes and systems, including Employee Relations, to determine the role that Employee Relations should play. Human Resources presented the strategic plan, developed by Ziska, to the Chancellor’s Cabinet on January 7, 2014.

As illustrated in the Human Resources Organizational Charts60 located on the PCC Employee Intranet, ...

(Evidence: Link to Human Resources strategic plan here.)

The Monitoring Report emphasizes making a collaborative effort to carry out the plans it contains. As charged in the Monitoring Report, one member of the Self Study Assumed Practices Monitoring Report Follow-up (MRF) Team also served on the CGO Team and acted as a liaison. This helped ensure that the two groups were working together closely. Lorraine Morales, Vice President of Instruction for East Campus acted as liaison between the MRF and

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57 SPG-1501/AA “Procedure for Complaints of Discrimination, Harassment and Retaliation”
58 Monitoring Report Assumed Practices A.4, B.2.c 2013
59 News Release "PCC Names Former Raytheon Executive as Interim Vice Chancellor for Human Resources"
60 Human Resources Organizational Charts
CGO teams to facilitate the flow of information between the two groups. Additionally, four members of the MRF Team attended joint meetings with two CGO Team representatives approximately once a month for the duration of the self-study process. As their deadlines approached, these teams met more frequently. Each of the four MRF members is responsible for overseeing the work of one area of A.4. These are as follows:

- Delso Bosquez, Program Assistant for Workforce & Business Development is overseeing the Employee area of A.4.
- Daisy Rodriguez Pitel, Advanced Program Manager of Student Services, is overseeing the Student area of A.4.
- Suzanne Roelike, Community Member, is overseeing the Community area of A.4.
- Carolina Ibanez-Murphy, Instructional Faculty - Languages (now a former member), and Don Harp, Science Lab Supervisor, oversaw the Chancellor area of A.4.

The CGO Team followed up with and provided assistance to Chancellor Lambert as he worked with the Board and other internal constituencies to make improvements to all complaints processes, including those against the Chancellor. This is an ongoing activity which is demonstrated by the overlap of membership among CGO members and the Chancellor’s Office. The Assistant Vice Chancellor is an active member of the CGO Team and has relayed information across these groups to ensure appropriate follow up and progress. The assortment of complaint-related meetings that have taken place since August 2013, including meetings involving the Chancellor’s Cabinet, 61 Board, 62 CGO Team and MRF Team, demonstrate the collective effort and collaboration among each of these groups as they worked to solidify the College’s complaint processes.

**B.2.c.1.**

**Substantial Faculty Oversight of Curriculum**

**Introduction**

A series of events in 2011 involving former College administration resulted in the circumventing of college protocols to quickly usher in a revised admissions policy. The College adopted this policy change, albeit improperly, in April 2011 under the direction of former Chancellor Roy Flores and former Provost Suzanne L. Miles. The change in admissions policy, outlined in SPG-
3501/AA, required applicants to have a high school diploma or GED, and demonstrate college readiness by scoring “above minimum levels established by Pima Community College on college assessment examinations.” While supported by some constituents including some faculty members, many community members strongly opposed the policy change.

In response to that opposition, the College developed the Pima Prep Academy, which was to assist these students, who now were no longer eligible for admission as a “regular” student, to improve their reading, writing and mathematics skills. The curriculum for this new non-credit developmental education program was neither developed nor vetted by the College faculty, so there was no faculty oversight of this curriculum.

On March 29, 2013 at a Special Board of Governors Meeting, the Board approved a temporary change to SPG-3501/AA “Admissions and Registration,” which removed the minimum level scoring on assessment examinations restriction for a minimum of one year. At their June 25, 2013 Special Board Meeting, the Board approved an affirmation of Board Policy 3501 “Admissions and Registration” and directed the revision of SPG-3501/AA, which initiated the formal process of permanently restoring the College’s full access, open admissions policy. A more complete historical summary of the events surrounding the admissions policy and the non-credit developmental education curriculum changes can be found in the Assumed Practices Monitoring Report, pages 46-50.

Policy Changes Regarding Admission

As promised in the Assumed Practices Monitoring Report, the College permanently removed the changes that were made to SPG-3501/AA, thus reinstating the full access, open admissions policy under which the College operated prior to April 2011.

To move the College into compliance with Assumed Practice B.2.c.1., the monitoring report also recommended the separation of SPG-3501/AA (Admissions and Registration) into three SPGs to improve clarity, if deemed appropriate. Consequently, the College revised SPG-3501/AA to include only Admissions, and developed two new Standard Practices Guides, SPG-3501/AB, Registration Process for Credit Courses and SPG-3509/AA, Placement for English as a Second

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63 SPG-3501/AA "Admissions and Registration"
64 SPG-3501/AA "Admissions and Registration" DRAFT showing changes
65 Monitoring Report Assumed Practices A.4, B.2.c 2013
66 Monitoring Report Assumed Practices A.4, B.2.c 2013 (page 8)
Language, Mathematics, Reading and Writing. These SPGs were presented to Staff Council and Faculty Senate at their May meetings, and have been posted online and open for comments for the standard 21 day review. Additionally, the section on assessment was removed from the revised draft of SPG-3114/AA, Basic Skills Assessment and Orientation and Advising, and renamed Advising and Orientation. These SPG revisions also addressed the concerns of College and community members regarding the use of “Special” admissions categories which limited enrollment to some credit courses as well as concerns about using assessment tests to admit students to the College. SPG 3509/AA directs the Reading, Writing, Mathematics and English as a Second Language CDACs to work with the Provost’s Office to develop multiple measures for placement, and to regularly review, and adjust as needed, those placement measures and course recommendations.

Substantial Faculty Oversight of Curriculum

As described in the Assumed Practices Monitoring Report, there is strong faculty oversight of the College’s general enrollment credit curriculum so we will not repeat all of that information here. Instead we will discuss how the College is working to integrate the other types of curricula offered at PCC into a process which ensures faculty oversight.

There are two primary ways in which the faculty provide oversight of the College’s general enrollment curriculum – through the College Discipline Area Committees (CDACs) and the College Curriculum Council (CCC). The CDACs are made up entirely of faculty, with the exception of an administrative co-chair, and recommend approval of general enrollment curriculum in their disciplines. The CCC, which is composed of more than 50% faculty, recommends curriculum for all disciplines. But the College has more than just general enrollment credit curriculum, and that other curricula has traditionally not been voted on, or in some cases even reviewed by, these faculty groups.

This past academic year the CCC and the Provost’s Office staff/administrators have been discussing how the College might move toward faculty oversight of that other curricula. Recently representatives from some other curricular areas have been attending the CCC meetings, both to learn about how the CCC and “regular credit” works, and to informally share information about curriculum in their areas. The CCC has also requested that these groups give presentations about this other curricula, including why it’s offered, the intended audience, the course content, faculty teaching the courses, etc., and the first formal presentation was at the May CCC meeting. Similar presentations have been suggested for faculty, administrators, and

67 DRAFT SPG-3114/AA “Assessment and Orientation”
student development staff as well. Additionally, a draft of SPG-3106/BC, College Curriculum Council, was presented to Staff Council and Faculty Senate, and was open for comments for the 21 day period, and is in the process of being finalized. This revised SPG includes new ex officio members to the CCC from the Workforce Response, the Center for Training and Development, Adult Education, and Continuing and Community Education arenas. These actions have started the process toward ensuring faculty oversight of curriculum. Below details some additional discussions and resolutions in these other curricular areas.

**Workforce Response Curriculum**
PCC offers workforce (AKA workforce response or educational contract training) credit courses, certificates and degrees. This curriculum “is intended to fulfill a specific business or industry request. They are…contracted with an agency and are evaluated by the agency.”\textsuperscript{68} Workforce response courses provide “quick response curriculum to a specific audience, are not articulated through the Course Equivalency Guide process, and are not included in the College's associate degrees except workforce response degrees.”\textsuperscript{69} Workforce courses are taught almost exclusively by adjunct faculty. The content of this curriculum is developed by or for the external agency to align with industry standards and promote skills enhancement. Workforce Response courses are designed to fulfill student learning outcomes and are submitted using the standard College template, including course descriptions, learning objectives, and course outlines. There is often discussion with full-time faculty in the discipline or related discipline regarding the workforce courses, but we do not consider this to be substantial faculty oversight.

Because of the fast turnaround needed for the workforce response curriculum, it had never gone through the regular credit curriculum approval process. There was discussion at the CCC meetings about if and how we could somehow incorporate workforce curriculum into the CDAC and CCC review/approval process, and at the May 2014 meeting of the CCC made a proposal. The recommendation is to provide the appropriate CDACs an opportunity to review any workforce curriculum, and share any concerns that they may have. The timeframe for this review would be much shorter than the normal 1-2 weeks they currently have for the general enrollment curriculum, but would give them an opportunity to provide feedback. The workforce curriculum would also come to the CCC, as a voting item rather than as an information item, which is the current practice. This recommendation is going forward to the Provost for approval to implement in the fall semester. By including review of workforce curriculum by the CDACs and the CCC, faculty will have oversight of that curriculum.

**Clock-Hour Training**
The other area in which Pima offers certificates is through its Center for Training and Development (CTD), the College’s clock-hour training programs. CTD offers certificates in areas such as business technology, culinary and food industry, and nursing. These clock-hour courses are taught by instructional staff.

Currently, the CTD instructors are consistently involved in the development and modification of the clock-hour courses and programs. Faculty develop the curriculum in conjunction with advisor board recommendations, accreditation standards, and with the discipline specific coordinator, CTD Director and Academic Dean, so faculty oversight in that area already exists. Next fall the CCC will continue discussions about whether additional faculty oversight, at the district-wide level through approval by the CCC should occur, or whether oversight at the CTD level and reviewing the CTD curriculum only as an information item is sufficient.

**Developmental Education**

PCC offers both credit and non-credit developmental education courses. The credit courses go through the standard credit approval process, but there has not been district-wide approval of any non-credit development education curriculum. All of the non-credit courses are offered through Pima College Adult Education.

The Department of Education provides the curriculum for Adult Education across the state. The Adult Education instructors do meet to review and tweak the curricula if needed to meet the specific needs of their students, but because the state must authorize the curriculum there is a limit to how much can be modified, but the Adult Education faculty do provide as much oversight as allowable by state regulations.

Since both the credit and Adult Education developmental education curricula already have faculty oversight, ideally more would not be needed. But, of course, the College did have the Pima Prep Academy slip by curriculum approval processes and faculty oversight, so additional regulation is needed. The CCC discussed developmental education and if and how it might provide oversight. The CCC approved a motion to recommend that the Development Education Council (a new body proposed by the Development Education Redesign) have oversight of all non-credit developmental education. This recommendation has been forwarded to the Chair of the Dev Ed Redesign Committee to incorporate into the charge of the Council. There is also discussion at the CCC as to whether that body should also review, at least as information items, any developmental education curriculum as well. More details about developmental education are provided below.

**Non-Credit Continuing and Community Education**
Pima also offers non-credit community education and continuing education courses. These courses offer personal and professional growth opportunities for all ages, and are taught by part time instructors. Most of these courses are developed or revised by the instructors, and the CCC, like with the other non-credit curriculum, is discussing whether it is appropriate for that body to approve or just review the continuing and community education curriculum.

Developmental Education Redesign

As explained in the Monitoring Report, the Pima Prep Academy is now dissolved, but the Developmental Education program at the College is undergoing a redesign led by the Provost’s Office. Upon completing its review, the College developed a plan to address the developmental education needs of the population it serves. The review and associated plan include:

- Creating an organizational structure, including a district-wide Developmental Education Council and campus developmental education teams
- Redesigning curriculum
- Incorporating the Adult Education bridge and IBEST programs

The proposed Developmental Education Redesign was an extensive undertaking that incorporated collaboration from faculty, students, staff, administrators and the community. It’s implementation will require creating a team to work with CDACs in math, reading, writing, ESL and Student Success (STU), and setting up areas for student support. The plan encompasses many areas including instruction, student services, technology, administrative structure, CDACs, Adult Education, GED, CTD, and community members. To ensure a quality program, the College received an extension from the Interim Provost to have the new Developmental Education plan in place by August 2015. In the interim, the College produced an initial plan including timelines, clear directives, and its progress to-date. The three-year action plan was presented to, and approved by, the Chancellor’s Cabinet on May 6, 2014. The following recommendations were included in that presentation:

- Create an organizational structure
The organizational structure the committee recommended after evaluating benchmarking data is below.

Proposed Organizational Chart

College Climate

The Monitoring Report on Assumed Practices A.4. and B.2.c. echoes the voices of many College constituents who found themselves trapped in what the HLC’s Action Letter\(^68\) described as a “culture of fear and retribution.” Noel-Levitz, an external agency, conducted a College-wide Climate Survey\(^69\) that illustrates similar findings - that College constituents are unsatisfied with the College climate and culture.

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\(^68\) [HLC Action Letter](#)
\(^69\) [Employee Satisfaction Survey, 2013](#)
Working with appropriate faculty, staff and administrators, PCC is continuing its current activities dedicated to reestablishing a functional, respectful, trusting, collegial and collaborative relationship among faculty, staff and administrators.

The College received the Noel-Levitz survey results on February 4, 2014. Focus groups are being formed by an external (national) consultant in response to the survey results, PCC’s Planning and Institutional Research will oversee the formation of an Institutional Climate Committee (ICC). Results are also pending from the student surveys, PCCSSE and CCFSS, which may be incorporated into the ICC’s work.

As evidenced by the College-wide Climate Survey results, the College has a ways to go in producing a paradigm shift in the overall College morale at PCC. The College anticipates that this survey, in concert with the College’s new focus groups and the Institutional Climate Committee, will begin mending the torn edges of the College’s culture.

The upcoming year’s Strategic Plan, the Chancellor’s Goals, and a College-wide Task Force, have also all contributed in beginning to influence the College climate by adopting change. The College’s overall plan to address climate issues incorporates outside community organizations and inner-college work groups to gather diverse perspectives in planning for its future.

Some of Pima’s recent climate improvement activities include:

- Community forums facilitated by the director of the Center for Dispute Resolution on the topics, “Workplace Bullying - Skillful Responses to Difficult Behaviors”\(^\text{70}\) and “The Dimensions of Conflict”\(^\text{71}\) on April 17 and 19, 2014
- Focus group discussions will take place...
- An all-day PCC Futures Conference\(^\text{72}\) took place on February 18, 2014\(^\text{73, 74}\) to begin informing the College’s Strategic Plan. Conversation at the conference focused on how PCC can use its sphere of influence through serving the community to build healthy relationships and foster improved success rates of the students that walk in its doors. Practically speaking, this will take the form of specific measurable goals that hold a person or group accountable for their completion. Among other documents, attendees discussed the Blueprint for Healing, a plan developed by Pima employees to foster a climate of trust at the College.\(^\text{75}\)

\(^{70}\) Community Forum: Workplace Bullying announcement
\(^{71}\) Mediation Roundtable: The Dimensions of Conflict announcement
\(^{72}\) Futures Conference Participant Packet 2014
\(^{73}\) Futures Conference Participant Packet 2014
\(^{74}\) Futures Conference Participant Packet 2014
\(^{75}\) Futures Conference Summaries
Attendees of the Futures Conference included students, government and community leaders, educators, and business owners, totaling more than 200 individuals. Following the Futures Conference, the College’s Strategic Planning Committee held a Strategic Planning workshop on March 25-26, 2014 at the East Campus. The College’s strategic plan is informed by both the 2/18/14 Futures Conference and the results from the above-mentioned College-wide Climate Survey conducted by Noel-Levitz... The College’s strategic plan will be announced in Spring 2014. Char Fugett presented information to the April BOG about initial findings and plan to move forward (ask her about this!)

B.2.c.4.

The Monitoring Report recommended one improvement in the area of B.2.c.4., “Faculty Participate Substantially in the Analysis of Data and Appropriate Action on Assessment of Student Learning and Program Completion” - that SPG-3105/DA be updated. SPG-3105/DA “Program Review” outlines a procedure for a process that ensures that programs are high quality and responsive to the needs of the community, and if not, are no longer offered. While the procedures outlined therein are still accurate, the College had not updated this SPG since 2000 and it required a total rewrite. The revised SPG-3105/DA was presented to Staff Council and Faculty Senate at their May meetings, and is currently open for public comments for 21 days. Its revisions include:

- reviewing program enrollment, retention and graduation rates along with labor market information to determine if the program is still viable or whether it should be inactivated
- including assessment and review of program level learning outcomes as an indicator of continuous improvement
- using the action plans developed as part of the review process to guide campus and College strategic planning.

What about B.2.c.2 & 3? Or is not needed since there were no recommendations in the monitoring report?

Summary for B.2.c

76 Strategic Planning Committee Membership 2014
77 SPG-3105/DA "Program Review"
Pima Community College has long had faculty oversight of its general enrollment credit courses and programs, and has made important steps to ensure faculty oversight the rest of its curriculum. Faculty involved in the instruction of Adult Education, CTD training programs, and many of the non-credit continuing and community education courses, already provide substantial oversight of their curriculum. The district-wide curriculum review and approval body, the College Curriculum Council, already receives the CTD curriculum as information items, and is in discussion as to whether additional oversight by that body is needed for all of those areas. The CCC has recommended that they, and the CDACs, be part of the workforce response review and approval process, which will provide additional oversight for that curriculum. A Developmental Education redesign proposal has been drafted and approved, and will start being implemented this summer. The Program Review SPG has been updated to include learning outcomes, and inactivating programs which are no longer viable.
Responses to observations from the 2010 comprehensive visit report
Responses to observations from the 2010 comprehensive visit report

This chapter focuses on two sections of the HLC’s response to PCC’s 2010 self study. In both the Assurances and Advancement sections of the HLC Comprehensive Visit Report of 2010 (“The 2010 report”) response report, the HLC identified areas within PCC’s organizational structure that needed improvement or had the potential to lead to organizational improvements. This chapter will review PCC’s response to the observations made in the report and identify further changes that PCC plans to make in these areas.

It is important to note that some of these concerns had not been fully addressed prior to the initiation of the 2014 self-study. This is in large part due to the belief that PCC would have a longer period to work on these items before reporting on progress and in some cases is due to the transition of the senior administrative leadership of the college. This chapter will not address certain issues raised by the HLC, such as Student Learning Outcomes assessment, as those issues are covered separately in other chapters of this self-study.

Observation: The College Facilities Master plan is outdated and Facility planning does not sufficiently involve employee or community input.

Concerns noted in the 2010 report:

· Employees not given prior notice of substantial facility changes affecting academic programs.
· Employees lack awareness of Facility master plan.
· Campus personnel not given opportunity to participate in facility planning.
· Lack of formal facility planning committee.

Pima Community College has not fully addressed the concerns raised by the HLC regarding the communication of a facilities master plan. The Board of Governors and Interim Chancellor Miles had recognized that the Facilities Master Plan needed to be updated and funds in the amount of $400,000 were approved under a College-wide capital request to allow for this activity to take place. The procurement process was in the initial stages of development but was placed on hold because the Interim Chancellor believed that a permanent Chancellor should be afforded the opportunity to provide input and guidance that would reflect his vision of the College’s future.

The concerns raised regarding the notification of substantial facility changes that directly affect academic programs have largely been addressed. All facilities work that may be disruptive is preceded by email notifications and notice on the College website that describe pending facility work, disruptions it may cause, and maps of affected areas.

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2 Evidence – College Wide Capital Request CW12131035-F1
3 Evidence: Facilities
Pima Community College has not addressed the concerns raised by the HLC regarding the use of a formal facilities planning committee. Facilities planning is entirely delegated to the Assistant Vice Chancellor for Administrative Services and Facilities (The position in now that of Vice Chancellor for Facilities, but the policy has not been updated to reflect the title change). College Regulation RG-2301A designates the responsibility to assess College facility needs within the master planning process to the Vice Chancellor. There is no formal committee charged with facilities planning. Current plans are to form an ad-hoc committee that will include various stakeholders when a Master Plan project is started. This will be part of the on-hold master plan consulting project noted above.

Evidence - Board Policy BP-2301: Assessment and Development of College Facilities
Evidence - Regulation RG-2301A: Assessment and Development of College Facilities
Evidence – The committee was unable to find any evidence of a formal facilities planning committee.

Evidence - Draft College Plan for 2013-2015

Pima Community College has not addressed the concerns raised by the HLC; there is no evidence that campus personnel have as of yet been invited to participate in facility planning. However, there is robust evidence of campus personnel involvement in the planning for individual projects, and an SPG related to the involvement of stakeholders in facility project planning.

Evidence -- The committee was unable to find any evidence of a formal facility planning committee or related processes that would solicit planning input from campus personnel.

Evidence - SPG-2301/AE: Capital Project Communication
Evidence – The sample documentation from major facilities projects from 2012-2013 (more Evidence to be identified/gathered)

**Observation: The staffing and space allocation for library services seems inconsistent.**

Concerns noted in the 2010 report:

- Vacancy in district level position that oversees library operations and provides district level advocacy for libraries.
- Library staffing balance between a robust Information Literacy program and support to students and faculty.
- Need to identify and maintain dedicated library space for individual study, group study, and library instruction.

Pima Community College has addressed the HLC’s concern regarding the vacant position overseeing library operations through the hiring of the position titled “Director of Technical Services”. The first person in this position was hired in December 2010. This position became vacant in August 2013. In March of 2014, Michael Hanson began work as PCC’s Director of Library Services.

Pima Community College has addressed the HLC’s concerns regarding staffing and the balance of
personnel between Information Literacy instruction and academic library operations. There has been an increase in the total number of Library staff positions since 2010. Additionally, each library employs work study students to perform tasks with direct supervision. The work study hours vary weekly.

Current staffing as of August 2013 is depicted in the matrix below.

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<th></th>
<th>East</th>
<th>Desert Vista</th>
<th>Downtown</th>
<th>Northwest</th>
<th>West</th>
<th>District Office</th>
<th>Pima Community College</th>
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<tr>
<td>Vice Provost**</td>
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**Total Employee Count**

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<tr>
<th></th>
<th>East</th>
<th>Desert Vista</th>
<th>Downtown</th>
<th>Northwest</th>
<th>West</th>
<th>District Office</th>
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<td>8</td>
<td>6</td>
<td>10</td>
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</tr>
</tbody>
</table>

Notes
** These roles are not library-specific but supervise library-specific personnel.
1. Regular employees with titles listed in column ‘A’ are included.
2. Reporting structure is described in detail in the organization charts on the PCC Intranet.
3. Community Campus does not have library staff.

Key positions that were vacant at the time of the 2010 site visit have been filled. In addition, the extensive circulation of the Libraries’ resources across campuses has been increased, as has library use by faculty and students.

Pima Community College has addressed HLC concerns about allocation of library space through the

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4 Evidence – Hiring records for Librarians and Library Staff positions 2010-2013 Located in Human Resources office
5 Evidence – Library annual reports for 2011-2012 and 2012-2013 available on College Intranet
redesign of the Library spaces on five of the six campuses, incorporating computer commons and individual and group study rooms. The Community campus has eliminated its library space because the majority of the course work offered on the Community campus is completed on-line. Regardless of the location of their courses, all students have access to the libraries services offered at any of the five campuses or on the PCC website.

Areas for further improvement:

- Maintain a District level position to oversee library operations.
- Address inconsistencies in the terminology used to describe various library positions.
- Define how the duties of key library positions are fulfilled during a period of vacancy.
- Clarify the role of administrative leaders included in the library staffing table.
- Define the role and charge of the Library Services Council.
- Consolidate the supervision of library staff. It is currently divided between Campus Library Directors and the other Administrators.

Observation: Student Services must continue to improve consistency.

Concerns noted in the 2010 report:

- Trainings to student support employees and exceptional communication should continue.
- Follow through on initiative to measure effectiveness, usefulness and satisfaction.
- Determine whether student services will continue to be centralized or will revert back to original reporting structure.

Pima Community College has addressed HLC concerns regarding training and communication with Student Services Personnel. Many initiatives have contributed to the enhancement of training and communication. Student Services Administrators and student services staff created and continue to improve the Student Services Center Intranet. An “All SSC Alert” e-mail communication has also been in place since 2012.

To improve training, collaboration and to evaluate practices in campus Centers across the District, the Student Services Administrators created the Staff Ambassador Program in 2012 which continued through the Summer of 2013. It functioned as a channel of communication and training and concluded when employees who had expressed an interest had an opportunity to participate.

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6 Evidence – Detailed graphics and space allocation charts and a comparison matrix. The detailed graphics and the space allocation charts are available from Facilities Planning (8/24/2011). The comparison matrix was prepared by the Library Sub-committee.
6  
7 Evidence – Student Services Intranet section
8 Evidence – Newsletter copies - Office of the Provost distributed through College email
9 Need to link to Ambassador training materials
Additionally, the Office of Professional Development sponsors online and in-person workshop trainings\textsuperscript{10} for employees in Student Services Centers, the Office of Financial Aid, and Admissions and Records.

To measure the effectiveness of communication, training and professional development, a survey was created by the Student Services Sub-Committee of the 2013 HLC Self-Study Committee assigned to respond to the “HLC Response to the 2010 Self-Study”. This survey\textsuperscript{11} was deployed on September 6, 2013 to every non-exempt, exempt and counseling faculty employee in all Student Services Centers and non-exempt and exempt staff at the district. Results from this survey will be used to further improve communications and identify training needs.

The District Office of Financial Aid created cross-training materials\textsuperscript{12} in 2009, which are updated to include new procedures and regulations for employees of a Student Services Center, the Office of Financial Aid and Admissions and Records. This is required training for all staff and educational support faculty providing services in the Centers. It is offered on a regular and as needed basis by the District Office of Financial Aid.

Pima Community College has addressed HLC concerns regarding the evaluation mechanism by which to measure effectiveness, accuracy, usefulness, and satisfaction with redesigned services. In order to effectively evaluate these issues, the College delayed the program review mechanism for the Student Service Centers in 2010 to allow more time for basic implementation. A new Program Review model was created for a completely integrated approach that is reviewing all Student Services and Development Programs.\textsuperscript{13} This began in July 2013.

Pima Community College has addressed HLC questions regarding whether student services would continue to be centralized or if student services would revert to its original reporting structure. In December of 2010, Dr. Roy Flores, former Chancellor held a meeting with Student Development administrators, Campus Presidents and the Provost to direct the reassignment of the administrative supervision of the Student Services Centers to the Campus Presidents.\textsuperscript{14} This was put into action on July 1, 2011.

\textbf{Observation: Significant expansion of CTE programs has cause issues with staffing and space.}

Concerns noted in the 2010 report:

\begin{itemize}
  \item Significant enrollment increases in some CTE areas have created a situation in which enrollment capacities have been reached due to space and staffing limitations
  \item Develop a plan to either cap prudent enrollment or to expand facilities, staffing and budgets
\end{itemize}

\textsuperscript{10} Need link to OPD trainings
\textsuperscript{11} Need copy of Student services Survey, response data, and report
\textsuperscript{12} Need link to Financial Aid training materials
\textsuperscript{13} The College Student Services Review has a Groups page on MyPima which documents members, meeting agendas, and resource materials
\textsuperscript{14} Documentation located in Office of the Provost with an accompanying document and date of meeting.
Pima Community College has addressed HLC concerns regarding CTE enrollment capacities and infrastructure to support high-demand programs by expanding facilities, equipment, and seeking new funding sources.

High-demand CTE programs are undergoing an expansion of facilities to meet programmatic needs that include equipment and facilities. For example, the Automotive Technology program received significant funding during the past two fiscal years to upgrade equipment, and technology used by students for instruction. With the change in technology, floor space has been recaptured previously used for large TV carts allowing students to move more freely in the auto lab. The Aviation Maintenance programs have also received expanded space through the capital funding cycle during the last year.

The College has also applied and successfully been awarded federal grants to expand access, equipment and facilities for high demand CTE Programs. In particular, Perkins grants help to fund many CTE programs. The Health Professions Opportunity Grant (HPOG) has expanded the capacity of both the Nursing Assistant Program and the Medical assistant Program through the funding of Instructor salaries.

Additionally the College, in partnership with the PCC Foundation, has successfully sought and received donations to improve equipment and facilities in high demand CTE Programs.

Pima Community College has addressed HLC concerns regarding Planning for CTE enrollment growth in high-demand programs by researching CTE enrollment trends. The 2013 HLC Self-Study Committee formed a CTE Sub-Committee to address this concern. A data request was sent to Planning and Institutional Research to quantify the 45th day enrollment for all occupational and technical programs in the traditional Fall terms from Fall 2009 to Fall 2012 and the comparable reporting period for the Center for Training and Development and Workforce Response curriculum. An analysis of the data will commence with the completion of the survey.

Additionally, the CTE Sub-Committee developed a survey that was deployed on September 5th, 2013 to all Department Chairs, Lead Faculty, Program Coordinators, Managers and Directors, Academic Deans and Vice Presidents of Instruction to solicit feedback regarding the College’s procedures and ability to maintain and expand high demand programs. An analysis of the data will begin after the survey is completed.

Evidence – Planning and Institutional Research 45th day enrollment report listing all CTE programs
Evidence – https://www.surveymonkey.com/s/High_Demand_Programs (Need ideally, final report)

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15 Need to show evidence of spending on automotive program (Documentation from Automotive Technology Program and Building and Construction Technology Program at the Downtown Campus, capital budgets)
16 Documentation located in Office of the Provost with an accompanying document and date of meeting.
17 HPOG grant narrative and Budget
18 Report from Foundation on Major CTE related gifts.
Observation; The quality of tutor center staffing is inconsistent

Concerns noted in the 2010 report:

- Inconsistent quality of tutor center staffing
- Evaluation of quality of tutoring centers should lead to identification of areas of improvement

Pima Community College has addressed the concerns raised by the HLC concerning inconsistent quality of tutor center staffing by achieving International Tutor Training Program Certification (ITTPC) from the College Reading & Learning Association (CRLA). This certification is used College-wide to inform a rigorous college-wide tutor recruitment and selection process. Tutors are encouraged to achieve this certification through pay incentives.

Additionally, all Pima College Learning Centers use a rigorous tutor selection process that meets CRLA requirements. Basic steps are the same across all campuses: The applicant’s grades/competence in the discipline content must be approved by discipline faculty, and this plus the applicant interview must be approved by the Learning Center Coordinator. Tutor experience and retention are also high at the College.

Pima Community College has also addressed the concerns raised by the HLC about “inconsistent quality of tutor center staffing” by regularly surveying students who use campus Learning Center tutoring services to assess satisfaction with tutor performance.

PCC has addressed the concerns raised by the HLC regarding the varying quality of learning centers. Since 2010, all PCC Learning Centers have become certified by the College Reading and Learning Association (CRLA) and the Learning Centers follow the required CRLA guidelines to assure tutor competency. Greater consistency has also been achieved by providing greater structure and setting forth processes and procedures for tutoring, including establishing a Working Group of Learning Center Coordinators, addressing standardization of core services through the 2011-13 College Plan, creation of a tutor handbook, and participating in PCC’s Program Review process.

PCC has addressed the concerns raised by the HLC regarding the evaluation of tutoring. Formal and informal evaluation of a tutor’s performance occurs on a regular basis and the results of the evaluation process are shared with the tutor.

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19 [Interview with each campus Learning Center Coordinator 8/16/13 – 9/5/13]
20 Of the 127 tutors hired for Fall 2013, 84% have Pima College tutoring experience. [Raw data obtained from Learning Center Coordinators via email survey 8/2/13 – 8/9/13.]
20 Campuses are able to keep tutor positions filled. [Email survey of Learning Center Coordinators 8/2/13 – 8/9/13]
21 Evidence – Each Campus has created a tutor handbook to support the professional development and training of academic tutors [A copy of each Campus tutor handbook has been stored electronically on-line at the PCC HLC Archive].
22 Evidence – Each Campus Learning Center participated and was involved in the PCC Program Review process in 2011 to assess both strengths and areas for improvement [A copy of the Program Review report has been stored electronically on-line at the PCC HLC Archive].
23 PCC Learning Center Self-Assessment Form. Tutors are formally evaluated each semester as part of the CRLA certification process. All formal evaluations and required CRLA training are documented and kept in the tutor’s
Areas for further improvement:
· All campuses should adhere to policy requiring tutors to obtain Level I CRLA certification within one year of hire.
· There is no standardized, formal tool for evaluation of tutors (temporary hires). Formal evaluations, as well as documentation of CRLA certification, should be kept in the tutor’s individual file in the PCC Learning Center.
· Campuses are not consistent in administering the Learning Center Student Satisfaction Survey at least annually, which measures the quality of the tutoring experience.
· Desired levels of achievement should be established for the quality of tutoring as measured by the Learning Center Student Satisfaction Survey.
· A standardized, core PCC Learning Center Handbook should be created for use by all campuses.
· Trended data from the PCC Learning Center Student Satisfaction Survey should be used to guide decisions for Learning Center improvement.
· PCC Learning Center Handbooks should be updated on a regular basis.

Advancement Section

Observation: College staff and students have an interest in greater use of Service Learning
Concerns noted in the 2010 report:
· There is an interest at the College in expanding Service Learning that was noted by HLC.
· PCC should examine programs such as the Georgetown University “Plus One” service learning system or Campus Connect

These points raised by the HLC are less directive and are thus harder to derive some concrete actions from. The 2010 HLC Team identified in the report that “the Program Manager for Service Learning (Career Services) along with students indicated interest in expanding service learning opportunities”.

Currently, service learning is practiced on a sporadic basis across the College with individual faculty members requiring service learning as part of course requirements. In addition, the College has an AmeriCorps program, which runs through Community Campus, and Phi Theta Kappa and Honors programs are also involved in service learning, but not pervasive across the College.

Recommendation:

individual file. Informal observations (and recommendations for improvement) are on-going. Discussions with tutors are conducted by the Learning Center coordinator. Informal meetings with tutors are not documented.
The College should adopt a definition of service learning that can guide its practice across the Campuses. This definition should be clear and succinct, and reflect the current best practice of service learning.

Some examples: “A teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, civic responsibility, and strengthen communities.” or “A method of teaching that combines classroom instruction with meaningful community service”.

**Observation: The Pima Community College Foundation seems small compared to the size of the College.**

Concerns noted in the 2010 report:

- The PCC Foundation is underutilized and has a relatively small endowment
- The PCC Foundation should conduct an analysis Foundation’s mission, revenue generation initiatives and donor support base
- Staffing was incorrectly noted in the report
- Fundraising efforts should be increased.

PCC has addressed the concerns raised by the HLC regarding underutilization and the endowment of the Pima Community College Foundation which seem partially due to errors in the report.

The statement regarding the size of the Foundation endowment is an incorrect statement. The actual endowment in 2010 was $4,084,564.00 not $2 Million as stated in the 2010 report and has increased to $4,506,939 on June 30, 2013.24

Concerns raised regarding an analysis of the Pima Community College Foundation mission have also been addressed. Beginning in January 2013, the Foundation Board began undergoing such an analysis with the assistance of a philanthropic consultant with expertise in community college foundations.25

PCC has also addressed the concerns regarding the staffing structure of the PCC Foundation. The statement in the report that the Foundation has three College-funded staff members statement is incorrect. In 2010, the staff was comprised of an Executive Director, a Development Manager, a Fiscal Analyst and a Support Assistant. As of 2013, the staff is comprised of an Executive Director, a Development Manager, a Fiscal Analyst, a Program Coordinator, and a part-time support assistant.26

The PCC Foundation has continued increasing fundraising efforts to support scholarships and Pima

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24 PCC Foundation Asset and balance sheets for the years 2010, 2011, 2012 and 2013 (2013 is unaudited but in the process of the auditing, and should be available by July).
25 Evidence - The initial analysis and recommendations have been received and the Board Retreat on September 20 will address the report.
26 Foundation office org chart
Community College. The number of scholarships has increased[xxxiv], public appeals for support have continued, but the Foundation is receiving lower donations that can be anecdotally attributed to the negative publicity surrounding probation.

<table>
<thead>
<tr>
<th></th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Contributions</strong></td>
<td>$ 801,612</td>
<td>$ 674,133</td>
<td>$ 477,255</td>
</tr>
<tr>
<td><strong>Special events</strong></td>
<td>$ 29,201</td>
<td>$ 23,543</td>
<td>$ 27,740</td>
</tr>
<tr>
<td><strong>Fees</strong></td>
<td>$ 3,779</td>
<td>$ 12,418</td>
<td>$ 7,872</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>$ 834,592</td>
<td>$ 710,094</td>
<td>$ 512,867</td>
</tr>
<tr>
<td><strong>Percent decrease</strong></td>
<td>18%</td>
<td>38%</td>
<td></td>
</tr>
</tbody>
</table>

**Distance Learning**

Concerns noted in the 2010 report:
- PCC should identify best practices to define a clear structure for all distance education.
- PCC Should identify a final arbiter for any distance education issue, question, concerns, etc. that could arise.
- PCC should benchmark how other systems manage a decentralized distance learning system.

In Spring of 2011 a Distance Education Task Force was convened to guide online education at the college. In May of 2011 they issued a report and recommendations. During the Academic Year 2011-2012 an Ad Hoc Online Committee convened to begin to implement the recommendations. This effort was further strengthened by Fall of 2012 when an Online Standing Committee was created and convened. This standing committee is still in existence. In the Fall of 2013 through the Winter months of 2014 an additional task force was charged by Chancellor Lambert to make updated recommendations of for distance education. The task force report documents the schools that were benchmarked. After this process the task force recommendation is to move to a centralized system.

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27 Evidence - The number of scholarships and the total amount granted for each of the academic years, 2010-11; 2011-12; 2012-13. - Location of evidence: Foundation Office
28 Newspaper ads in the Arizona Daily Star in April, May and June 2013 supporting the College.
29 Arizona Daily Star ad in December 2012 congratulating the nursing Graduates and seeking contributions
Television ads in the winter/spring 2012/2013 supporting the college and seeking funding. - Location of evidence: Foundation Office
28
29 May 2011-Online Education Task Force Final Report
30 ePima Proposal
PCC has also identified a Vice President of Instruction (the position was renamed VP of Online Development) as an arbiter for any distance education issues, questions, and concerns.

**Observation:** The PCC Web site is too tightly controlled by marketing, needs to model best practices, and should have a broad based oversight committee.

Concerns noted in the 2010 report:

- Control of website is exercised by district marketing
- Identify best practices for web policies and delivery of online services or;
- Develop an oversight committee to include representatives from many different areas.

Pima Community College has addressed the concerns noted by the HLC that “control of the web site is exercised by district marketing” and “the inability to make use of the web site for program marketing and student support services has even led to various departments creating web sites using external service providers.”

College departments have direct access to edit and change web content that is directly related to their area (example: The Curriculum Services office can directly edit the Online Program displays using the site’s content management system). For consistency and content quality, all edits are subject to approval by the administrator who is responsible for the content of those pages – no marketing (Public Information) or IT Web Services approval is necessary. An exception is that the PCC Web Systems Director must approve in the case of www.pima.edu home page changes and assist with any others that require changes to underlying page technology.

In addition, Web Writing and Web Editing training courses (instituted prior to 2010) continue to provide faculty, staff, and any other page author with the necessary skills to maintain their content using PCC style guides. The courses use the College’s content management system (CMS) during training. Any Web content owner can take the courses, and completion of them is required before authorization is given him/her to update web pages in his/her area of responsibility. Currently (as of 9/6/13), we have over 95 employees authorized to use the CMS and 26 administrator approvers.31

Academic departments[xxxvii]32 and faculty[xxxviii]33 may create and maintain their own instructional pages[xxxix].34 Instructional Web pages are those pages developed and maintained by a faculty member

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31 Evidence - List of PCC Web site Content Management System authorized approvers.
32 Evidence – Example of academic department page on campus server: Hotel & Restaurant Management program (http://nw.pima.edu/hrm/#!)
33 Evidence – Examples of faculty pages on campus servers. Each is linked from the faculty member’s name in the PCC Directory: http://wc.pima.edu/~manelson/; http://nw.pima.edu/~dmeeks/
or academic department to provide instructional content for students. The academic dean/vice president responsible for the academic area is responsible for page implementation and review. Campus IT staff are responsible for administering the instructional web servers at each campus and for assisting College administration in ensuring web content on the campus servers adheres to College policy.

In 2010 the College embarked on a web redesign project under the auspices of the College Plan (The Colleges’ Web Portal: MyPima was not part of the project). A Web Redesign Working Group was created to provide input into the redesign and use of the web resources. It operated under the leadership of the Director of Admissions and Registrar and consisted of approximately 40 faculty, staff, and administrators representing nearly all College departments, all campuses, and a wide range of academic disciplines.35 The Group also included six students. The College used an RFP process to identify a web design firm, Barkley/REI (BREI), which has to engage with the College in the development of the new site.

BREI spent three days interviewing the Web Redesign Working Group, instructors, faculty and students.36 Distilled from the interviews were eight “redesign directives.” The new website launched in February 2012. There are now more methods than before that the College uses to market programs and student support services. All credit, non-credit and CTD programs are all accessible by a drop-down menu on the new College website. These links lead to standardized displays of program information, allowing students to compare programs effectively. In addition, special program activity can be highlighted in What’s Happening announcements and press releases or can be featured on campus web pages at the request of the Campus Cabinet. Other improvements include the addition of online New Student Orientation and Student Success tutorials. Also, the home page for each campus[xl] has been enriched with greater content. Up to twelve sections (highlights) can be featured on that page along with 3-5 spotlights. Since that time, and on an ongoing basis, we have worked to enhance information available to employees through MyPima and the Intranet, and have augmented the website to provide additional information and services targeted to students and the community.

Pima Community College has addressed the recommendation made by the HLC to create “a web services oversight committee.” Prior to the HLC’s recommendation, in 2007, the College created a Marketing Standing Committee that met three times each semester, six times per year, comprised of representatives from faculty, staff, and administration from across the College.37

In the period immediately before 2012, the College had “been experiencing peak enrollments over the past three years and marketing for recruitment of students [was] not a priority, [so] the committee shifted its emphasis from marketing to public information and public communication strategies.” During 2012/2013, the name of the committee was changed to be the Public Information Standing Committee to reflect the change in media and marketing options. Representatives from the Public Information

35 Evidence – Web Redesign Working Group roster (not dated)
36 Evidence – Barkley/REI working documents (Discovery Visit Agenda, Feb 2011; Discovery Kick-off presentation, Feb 2011; Discovery Summary, Feb 2011, p. 7; Website Redesign Recommendations, March 2011)
37 Evidence – Campus home pages (e.g., Northwest: http://www.pima.edu/campuses-centers/northwest-campus/index.html)
(Marketing) office and IT were invited to join the committee. The committee continues to meet three times each semester, six times per year.

Pima Community College has further addressed the recommendation made by the HLC to “investigate peer institutions to identify some best practices for web policies and delivery of online services” and to allow “members of the Pima College community to have some voice in the design and use of the web resources while also understanding the purpose and role of all these tools.”

During 2011 and 2012, the Public Information Committee discussed the value of expanding access to the PCC website versus opting into social media, and elected to pursue recommendations for social media options based on the greater usage of social media by students and benchmarking other colleges. The committee embarked on research to determine social media practices/guidelines at other colleges as well as social media presence by other institutions. As a result of the research, social media was determined to be more critical than the web site or the MyPima portal as a marketing tool.

In June and July of 2013, PCC developed a YouTube channel and Facebook page through the Public Information Office, managed by that office. Campuses and departments are invited to forward YouTube videos and other information to the Public Information Office for inclusion. In July 2013 the Chancellor launched an official Twitter feed, and the College launched an official Twitter feed in September 2013. Beginning in November 2013, College units may also request official Twitter accounts following parameters outlined on the Intranet. The Public Information Office has outlined a Social Media Strategy as well as specific strategies for each of the three mediums.

The Chancellor launched an official blog in July 2013. Beginning in October 2013, other executive administrators may request official blogs to allow them to post on topics in their areas of professional expertise and oversight.

After the successful launch of Facebook, YouTube, Twitter, and blogs, the College will review the need and interest in pursuing a presence on other social media. Currently the Pima Community College Hotel & Restaurant Management program and the Pima Community College Alumni Association have a LinkedIn presence, and the Pima County Community College HPOG has an online “Student Lounge.”

In 2011, as part of the College’s work with the web design firm BREI, the IT department began development of a mobile PCC website so that students could access College information and conduct transactions in a format that is more user friendly on a mobile device such as a smart phone. The

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38 Evidence – Social media project preparation documents (not dated) attached to email correspondence between the Vice Chancellor of IT, Web Systems Director, Vice Chancellor of Marketing, and the Marketing Standing Committee Chair, 10/23/2012.
40 Evidence – Barkley/REI working document (Website Redesign Recommendations, March 2011, p. 45)
mobile website\textsuperscript{42} was launched on September 12, 2013.

**Data and decision making (This topic to be covered in CoreComponent 5.C chapter)**

Concerns/Recommendations noted in the 2010 report:

- When strategic planning, to assist in developing and setting targets, PCC should be more involved in national benchmarking projects.

- Engagement in national projects helps bring fresh ideas to the campus; PCC should be more involved in national programs that promote innovation and collaboration.

In support of Core Component 5.C: The institution engages in systematic and integrated planning; PCC has developed a fast action team: Planning Fast-Action Team: Heather Tilson (Lead).\textsuperscript{[B7]}

\textsuperscript{42} Evidence- Mobile website: http://m.pima.edu (also linked from PCC Social Media page: http://www.pima.edu/press-room/social-media/)
Pima Community College Student Learning Outcomes

Follow-up to the Higher Learning Commission’s Response to the May 2013 Monitoring Report
Introduction

This document describes the actions Pima Community College (PCC) has taken to address the student learning outcomes issues identified by the Higher Learning Commission (HLC) during its site visit in 2010 as a part of the PCC’s 2010 Self-Study. As a result, the HLC required the College to submit a monitoring report outlining how it would address these issues. The report was submitted on January of 2013 and subsequently accepted by the HLC. As this document will show, PCC has made significant progress in many areas related to supporting and managing the student learning outcomes (SLO) process. The College continues to enhance the organizational infrastructure—policies, employment contracts, committees, faculty evaluation requirements—for ensuring that the institution moves towards greater participation in the SLO process, improves its implementation and incorporates SLO into curriculum planning.

These infrastructure changes demonstrate the administration’s commitment to making the SLO process an accepted and embedded part of PCC’s culture. In time, it is hoped that participating in SLO research will become as intrinsic to a faculty member’s job as conducting a class is. No one questions whether conducting a class and assigning out-of-class work are useful and relevant to the mission of an educational institution. At some point, no one will question whether participating in SLO is useful and relevant. Getting to that point will take time and effort, but we are on our way.

Gaining widespread faculty acceptance is only the first step in improving PCC’s implementation of SLO. The College must go beyond expanding faculty acceptance and further the use of SLO as a research tool to provide data for continuously improving its curriculum and teaching methodologies. This means that the College must continue its efforts to incorporate SLO into its curriculum review and development process.

While increasing numbers of faculty members have participated in developing and assessing outcomes for individual courses, the College must expand the use of program level outcomes by the disciplines.

The College is moving towards becoming more transparent in publishing its SLO outcomes and assessments both internally among employees and externally among the constituencies—students, their parents, and the community—it serves. Gradual movement in this direction has begun. For example, the College has begun publishing outcomes and assessments of its programs.

The themes mentioned above—improving faculty acceptance of SLO, incorporating SLO into the program review and curriculum change process, publishing SLO outcomes and the results of assessments—fall within the purview of the set of specific SLO-related action items enunciated by the
The remainder of this document describes the progress PCC has made in achieving the objective set forth in these items.

**SLO Action Items**

The monitoring report submitted to the HLC outlined the following steps committed to by the College:

1. Provide ongoing outreach/training on the assessment process for faculty and administrators
2. Provide ongoing outreach/training on assessing discipline/program-specific student learning outcomes
3. Provide ongoing TracDat training and oversight of data submission for accuracy and comprehensiveness
4. Improve faculty (and administration) participation, accountability, and ‘buy-in’ in the assessment process
5. Maintain and expand the culture of assessment at PCC
6. Improve research-based connections between assessment and subsequent changes to courses and/or curricula (connected to program review).
7. Continue to implement measures and document that students are meeting general education goals (Re-define general education goals and continue ETS testing). This should be implemented in conjunction with #11 below.
8. Reestablish the General Education Committee as an independent entity (as opposed to being a sub-committee of the Curriculum Committee)
9. Continue to align PCC’s Institutional Outcomes and general education outcomes
10. Continue to embed outcomes and assessment information and procedures into the PCC internet/intranet (e.g. publication of program goals and expected outcomes, examples of SLO assessment best practices, etc.)
11. Foster further communication regarding assessment across the College via conferences, internal publications, and meetings

**Addressing the SLO Action Items**

This section describes the actions PCC has taken to address each of the specific action items enumerated in the monitoring report. The format of this section follows that of the monitoring report; it addresses each topic and subtopic in sequence.

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1See the HLC’s Response to the College’s SLO Monitoring Report.
1. PCC will provide ongoing outreach/training on the assessment (discipline/program-specific) process for faculty and administrators by continuing SLO workshops and training opportunities for faculty, and expand these to the relevant administrators beginning in the fall of 2013.

At the beginning of each semester, the College continues to hold “SLO Days” during which faculty members belonging to each College Discipline Area Committee (CDAC, a group comprising all fulltime faculty members in a discipline which makes decisions on learning outcomes, curricula and course content) meet with their colleagues and Discipline Leaders (DLs). SLO Days serve three purposes:

i. They reinforce to faculty the importance of participating in the SLO process.
ii. They provide an opportunity for faculty to learn more about the SLO process.
iii. They give discipline members and their Discipline Leaders a forum in which to both evaluate the results of previous assessments and design action plans to improve student learning in areas where the results of assessments fell below expectations. They also write new outcomes for the current semester along with their corresponding assessments.

In the Spring 2014 semester, the Planning and Institutional Research (PIR) staff greatly expanded its training services to provide more in-depth coverage of all the steps in the SLO process. Its workshops include:

i. Basic Introduction to SLOs
ii. SLO Research Methodology
iii. Rubric Development
iv. Developing Student Learning Outcomes Statements
v. Closing the Loop

See the document entitled “Spring 2014 TracDat and SLO Workshop Schedule” for more information, including descriptions of these workshops.

In addition to participating in SLO Days, all CDACs meet at least once each semester, and some meet more frequently. These meetings give their members another opportunity to discuss outcomes and assessments.

To help vice presidents of instruction and academic deans understand the SLO process and how PCC currently implements it, a manager from the PIR has made presentations at their meetings.

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2 Document SLO Days
3 Spring 2014 TracDat and SLO Workshop Schedule, an email document provided by David Purkiss
4 Document CDACs’ discussion of SLO in their meetings
5 Document David’s SLO presentation to VPIs
2. Pima Community College provides ongoing outreach/training on assessing discipline/program-specific student learning outcomes.

The College is working to increase the number of disciplines that participate in the program level outcome process. In February the Interim Executive Vice Chancellor for Institutional Effectiveness/Provost began a highly concentrated initiative to require all disciplines to develop program level outcomes for their degrees and certificates. The Vice Chancellor gave the disciplines clear instructions on what to provide and clear due dates for submitting their work.

The memo which announced this initiative directed the faculty to change the way they view program level outcomes. Previously, they had been working on the assumption that program outcomes are discipline outcomes, rather than outcomes for each degree and certificate. Unfortunately the faculty spent several years moving in a direction that did not produce useful results. We believe that the recently initiated change will yield better results, but it will take additional time.  

PCC’s faculty members have become more comfortable in developing and assessing discipline and program-specific outcomes. Some disciplines have implemented SLO with extraordinary thoroughness and dedication. PCC’s Hotel and Restaurant Management faculty collaborated with their partners at Northern Arizona University to produce a detailed, unambiguous 46 page SLO manual. The Automotive Technology, Mathematics and History and Veterinary Technology and Science disciplines have developed interventions which improved the performance of their students. The Psychology discipline has worked diligently to find ways to help its students better understand behavioral statistics. This spring the History faculty invested thoughtful effort in devising a teaching methodology to help their students become more competent and discerning in using web sources of information.

To assist the disciplines in developing their abilities to write and assess SLOs, PIR continues to utilize a “grouping model” in its analysis of TracDat data. The grouping model is a technique for evaluating the progress disciplines have made towards reaching the ultimate goal of successfully completing the full cycle of assessment by defining outcomes, performing an assessment, making a change to curricula and reassessing. The grouping model analysis produces Table 1, shown below, which places the disciplines into one of five groups based upon the number steps in the SLO process they have completed. Disciplines in Group Five have completed all steps in the SLO process from establishing outcomes, at the most basic level through using the results of assessments to changing their curricula, the highest level. In addition to describing the five groups, this table shows the effect of hands-on training in helping them progress towards higher levels of participation in the SLO process.

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6 Zelema Harris email
7 HRM SLO Curriculum Handbook PCC and NAU 2013-14.docx
8 Document provided by SLO Facilitator Diane Lussier.
9 Extract of Psychology TracDat Report
10FW History SLO Assessment - Outlook Web Access Light.htm
Table 1: Five Categories of SLO Discipline Groups and the Impact of Hands-On Training on Them\textsuperscript{11}

<table>
<thead>
<tr>
<th>Group</th>
<th>Description</th>
<th>Initial Number of Disciplines in this Group as of January 2013</th>
<th>Discipline Progress as of April 2014</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five</td>
<td>Disciplines that have successfully completed the full cycle of assessment by defining outcomes, performing an assessment, making curricular changes, and reassessing.</td>
<td>6</td>
<td>49</td>
<td>43</td>
</tr>
<tr>
<td>Four</td>
<td>Disciplines that have successfully carried out an assessment and, as a result of that assessment made curricular changes, but have not yet reassessed.</td>
<td>19</td>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>Three</td>
<td>Disciplines that have completed an assessment, but have not yet made curricular changes as a result.</td>
<td>35</td>
<td>7</td>
<td>28</td>
</tr>
<tr>
<td>Two</td>
<td>Disciplines that have established outcomes, but have not yet assessed them.</td>
<td>14</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>One</td>
<td>Disciplines that have not yet developed any outcomes.</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>78</td>
<td>75*</td>
<td>N/A</td>
</tr>
</tbody>
</table>

\textsuperscript{11} Document Table 3: Results of PCC's SLO Grouping Model
* PCC discontinued three programs in 2013.

PCC uses the results of this grouping model analysis to identify the type of training a discipline in one group needs to reach a more advanced level of participation in the process, i.e., progress to the next level. Table 2, shown below, describes the goals, training and targeted outcomes for each group.
Table 2: Assistance Goals, Training Plans, and Targeted Outcomes for the Five Categories of SLO Discipline Groups

<table>
<thead>
<tr>
<th>Group</th>
<th>Assistance Goal</th>
<th>Training and Targeted Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five</td>
<td>Focus these disciplines on beginning the cycle again.</td>
<td>Same training as that outlined for Group 4 (see below), with an emphasis on beginning the cycle over as part of the continuous improvement process.</td>
</tr>
<tr>
<td>Four</td>
<td>Move the disciplines in this group to Group 5 by having them conduct a reassessment based on the curricular improvement(s).</td>
<td>Training focusing on continuous improvement and the SLO outcome process, including refreshers on outcome design, assessment and the need for reassessment. Disciplines that are excelling at SLO activities were identified and involved in the training sessions for other disciplines.</td>
</tr>
<tr>
<td>Three</td>
<td>Move the disciplines in this group to, at a minimum, Group 4 by having them review their completed assessment, make a curricular change as a result, and develop a plan for reassessment.</td>
<td>Hands-on training helping these disciplines finalize a plan that identified the disciplines’ specific outcome and assessment results that will be used to make a change. Training was provided on how to use quantitative data to identify needed course or program changes.</td>
</tr>
<tr>
<td>Two</td>
<td>Move the disciplines in this group to, at a minimum, Group 3 by having them assess their outcome(s).</td>
<td>Hands-on assistance training to help these disciplines design and implement an assessment. Following this training, all disciplines in this group were expected to submit a short report describing the assessment to be carried out and their plan for completing it during Fall 2014. This was also reflected in TracDat.</td>
</tr>
<tr>
<td>One</td>
<td>Move the disciplines in this group to, at a minimum, Group 2 by having them develop their outcomes.</td>
<td>Hands-on assistance training aimed at helping these disciplines create outcomes and implement an assessment.</td>
</tr>
</tbody>
</table>

In addition to focusing on the training specifically geared towards the grouping model, PCC organizes other SLO outreach activities to promote the adoption of SLO and encourage faculty engagement.

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12 Table 2: Assistance Goals, Training Plans, and Targeted Outcomes for the Five Categories of SLO Discipline Groups
members to participate in it. Table 3, shown below, provides a detailed list of these activities along with their expected outcomes and the timeframes in which they occurred. Note that the timeframes clearly show that PCC has continued to support these activities.

Table 3: SLO Education and Outreach Events at PCC: 2011 - 2014

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Outcomes</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO Days</td>
<td>SLO Days consist of interactive workshops, training sessions, and breakout sessions. During breakout sessions, full-time and part-time faculty discuss and define outcomes along with their related assessments and, collaborate, share ideas and strategies, determine ways to improve student learning.</td>
<td>Promote SLO awareness and engagement Facilitate a culture of assessment Encourage SLO-focused collaboration and idea sharing Educate faculty on SLO policies and approaches</td>
<td>Fall 2011 Spring 2012 Fall 2012 Spring 2013 Fall 2013 Spring 2014 ongoing on a once-per-semester cycle</td>
</tr>
<tr>
<td>Department Chair Outreach</td>
<td>SLO facilitator- and/or Vice Provost-led trainings occurring at Department Chair meetings to educate Department Chairs on (1) use of the SLO Faculty Interface for Grade Reporting, (2) compulsory participation of faculty (full-time and adjunct) in the SLO process, (3) the importance of the chair role as a link between Discipline leaders and adjuncts, and (4) strategies for facilitating the SLO process. SLO Facilitator-led presentations occurring during Adjunct Faculty Orientations (various campuses) providing general information on the SLO process and key highlights for the academic year. Roundtable and Q &amp; A organized by SLO facilitators and offered during the Fall 2012 district-wide Department Chair Meeting.</td>
<td>Facilitate SLO-based dialogue between faculty and administrators Spread knowledge of SLO process Facilitate use of SLO data in decision-making and planning</td>
<td>Fall 2011 Fall 2012 Spring 2013 Fall 2013 Spring 2014 ongoing and as needed</td>
</tr>
</tbody>
</table>

13 Source of Table 1: SLO Education and Outreach Events at PCC: 2011 - 2014
<table>
<thead>
<tr>
<th>Training Type</th>
<th>Details</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator Training</td>
<td>SLO Facilitator- and/or Vice Provost-led trainings occurring at Presidents’ Cabinets to educate administrators on (1) use of the SLO Faculty Interface for Grade Reporting, and (2) strategies for facilitating the SLO process. Vice provost presentation at Chancellor’s Cabinet Meeting in Spring 2012 focusing on the SLO Faculty Interface for Grade Reporting and the SLO process. Training being developed by SLO facilitators to offer to all administrators to (1) ensure all administrators are educated on the SLO process and their role, (2) ensure all administrators have a unified understanding of the SLO process, (3) educate administrators on strategies for supporting SLO efforts, and (4) provide information about avenues, forums, and resources for facilitating the SLO process college-wide.</td>
<td>Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014 (ongoing and as needed)</td>
</tr>
<tr>
<td>SLO Discipline Leader Training</td>
<td>Discipline leader training consisting of various workshops aimed at faculty at all levels of assessment knowledge. Sessions provide guidance on assessment cycles, assessment strategies and TracDat use (data entry and report generation).</td>
<td>Fall 2011, Spring 2012, Fall 2012, Spring 2013, Fall 2013, Spring 2014 (ongoing and as needed)</td>
</tr>
<tr>
<td></td>
<td>Ensure all discipline leaders are educated on SLO process Provide guidance and support for discipline leaders Facilitate a culture of assessment Encourage SLO-focused collaboration and idea sharing</td>
<td></td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
<td>Outcomes</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>SLO Training for New Faculty</td>
<td>SLO Facilitator-led SLO training for new faculty occurring before the start of each academic year at the “Faculty Learning Academy” (an in-depth new faculty orientation session).</td>
<td>Educate new faculty on SLO policies and approaches; Promote SLO awareness and engagement; Emphasize the significance of the SLO process at the College; Facilitate a culture of assessment</td>
</tr>
<tr>
<td>SLO Training for Adjunct Faculty</td>
<td>SLO Facilitator-led presentations occurring during Adjunct Faculty Orientations (various campuses) providing an overview of the SLO process, highlights and news for the academic year, and information on contacts and resources. SLO Days sessions providing a dynamic series of presentations and workshops that adjuncts are encouraged to attend (see above “SLO Days” category). At adjunct orientation meetings held at the beginning of each semester, faculty members with experience in the SLO process discuss its importance and explain how to participate in it.</td>
<td>Ensure knowledge of and involvement in the SLO process is extended to all faculty; Promote SLO awareness and engagement; Facilitate a culture of assessment; Educate faculty on SLO policies and approaches</td>
</tr>
<tr>
<td>SLO Facilitator Meetings</td>
<td>Weekly meetings among SLO facilitators at the District Offices.</td>
<td>Ensure the SLO process is running efficiently; Develop strategies for improving the SLO process; Promote continuous education and involvement in the SLO process across the College; Plan, create, distribute, and collect SLO documentation; Coordinate outreach</td>
</tr>
</tbody>
</table>
### Table: SLO Task Force Meetings

<table>
<thead>
<tr>
<th>Meetings</th>
<th>Facilitations</th>
<th>Support from Administration</th>
<th>Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO Task Force</td>
<td>Monthly meetings of SLO Task Force (SLO facilitators and administrators) at the District Office.</td>
<td>Ensure</td>
<td>Develop district-wide SLO planning.</td>
</tr>
</tbody>
</table>

#### Fall 2011
- Spring 2012
- Fall 2012
- Spring 2013
- Fall 2013
- Spring 2014
  - (continuous and ongoing)

3. Pima Community College provides ongoing training in the use of TracDat, the database in which Discipline Leaders record data on student learning outcomes.

PIR manages TracDat. SLO facilitators and PIR staff have usually organized TracDat training sessions for DLs prior to the end of each semester, when DLs actually enter their outcomes and assessments. In the spring of 2014, they will hold five sessions from March 18th to April 25th. A project manager from PIR conducts these classes which both provide an introduction to TracDat for new DLs and review its use for more experienced DLs. PIR staff and SLO Facilitators also provide individual training for those who either cannot attend the scheduled classes or need additional support.

4. Pima Community College has instituted policies and procedures to improve faculty and administration participation, accountability, and ‘buy-in’ in the assessment process.

The College has taken a number of steps in this area, some of which were expressed as action items 2.6.1, 2.6.2 and 2.6.9 in the 2011-2013 College Plan. As directed by action item 2.6.1, the administration has “[i]mplement[ed] the Board-approved policy changes needed to ensure active participation by all full-time and adjunct faculty in the student learning outcomes (SLOs) assessment process.” This led to one of the most significant steps, revising the Faculty Personnel Policy Statement (FPPS). This policy defines the obligations and responsibilities of fulltime, regular faculty members; PCC amended it to explicitly include duties related to the SLO process:

- “Regular duties also include participating in the development of curricular and administrative policies relevant to their disciplines, creating and implementing assessments (including the assessment of Student Learning Outcomes) and analyzing and utilizing the results...”

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14. Spring 2014 TracDat and SLO Workshop Schedule, an email document provided by David Purkiss
15. Document end-of-semester TracDat training sessions for data entry
16. Revised Faculty Personnel Policy Statement (FPPS) p. 6
b. “Professional enrichment activities, Faculty evaluation, and participation in the Student Learning Outcomes process are three major areas of focus in the Faculty Success Program.” 17

c. “...the components of the Annual Collegial Conference...” include a “review of participation in Student Learning Outcomes process.” 18 This means that administrators who supervise faculty must discuss their participation in the SLO process when conducting the annual reviews.

College Plan action item 2.6.2 directs the administration to “[r]evise[the]Adjunct Faculty contract to include responsibility for SLOs.” As a result of this, the adjunct faculty contract now states that adjunct faculty members must participate in the SLO process. In addition, PCC’s “Adjunct Faculty Guidebook 2013 – 2014” affirms in its “Terms and Conditions” section that “PCCCD Adjunct Faculty are required to attend orientation and workshop meetings as announced and shall engage in designated activities relating to the Student Learning Outcomes process.” 19

To further impress adjunct faculty members with the importance of the SLO process, some campuses, such as East, have experienced faculty members present information about the SLO process at the beginning-of-semester adjunct faculty orientation meetings. The presenters explain SLO’s importance and describe how to participate in it. 20 Other campuses, such as Northwest and West, make their own efforts to inform their adjuncts about SLO activities. 21 22 23 24

The “Guidelines for College Discipline Area Committees” makes each of these committees (CDACs) “... responsible for the student learning outcomes (SLO) process within the disciplines it encompasses. It also defines common outcomes and the assessments for those outcomes. The CDAC identifies a Student Learning Outcomes Discipline Leader (DL) for each of its disciplines to facilitate this process.” 25

As previously noted, the SLO facilitators and PIR organize SLO Days at the beginning of the fall and spring semesters when faculty members and their discipline leaders meet to define outcomes and assessments for the coming semester.

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17 revised Faculty Personnel Policy Statement (FPPS) p. 29
18 revised Faculty Personnel Policy Statement (FPPS) p. 30
19 http://www.pima.edu/administrative-services/human-resources/personnel-policy-statements/pps-general/AdjunctFacultyGuide.pdf p.12
19
20 Document faculty orientation meetings
21 NWC adjunct_faculty_orientation_spring_2014.docx
22 NWC Math Adjunct Faculty Orientation Spring 2014 Agenda.docx
23 NWC LRA Adj Orientation S14 (1).doc
24 West Campus Adjunct Involvement SLO Programs 013114cs.docx
25 “Guidelines for College Discipline Area Committees”
The College continues to present an integrated faculty interface for SLO reporting as the first screen in the Banner grade entry process. Since this interface requires faculty members to indicate which of the five institutional outcomes a course covers before they can enter grades for a CRN, all of PCC’s faculty uses it. At the very least, this interface makes faculty members aware of the existence of SLO and the importance which the College attaches to it. Each semester, PIR produces the “College-wide Student Learning Outcomes Report.” A summary of data extracted from it follows:  

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Number of Classes Implementing the Outcome</th>
<th>Percent of Classes Implementing the Outcome*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aspire</td>
<td>3,537</td>
<td>98.8%</td>
</tr>
<tr>
<td>Communicate</td>
<td>3,535</td>
<td>98.8%</td>
</tr>
<tr>
<td>Innovate</td>
<td>3,544</td>
<td>99.0%</td>
</tr>
<tr>
<td>Learn</td>
<td>3,549</td>
<td>99.2%</td>
</tr>
<tr>
<td>Participate</td>
<td>3,537</td>
<td>98.8%</td>
</tr>
</tbody>
</table>

*Based on a total number of classes of 3579.

In its 2013-2015 College Plan, the College will continue these actions to increase faculty accountability in conjunction with the SLO-specific action items (2.6.1, 2.6.9) from the 2011-2013 plan.

Applicable information from the new College Plan will be inserted in the version that is submitted to the HLC in July 2014.  

The College will continue to monitor changes in SLO participation as a result of changes to the Faculty Personnel Policy Statement (FPPS) and to Adjunct Faculty Contracts. The data in Table 1, which appears on page 6 above, by demonstrating the progress of PCC’s disciplines in advancing their SLO practice, shows the effects of these changes. Both the Banner SLO interface reports and reports generated from TracDat show increased faculty participation.

As noted under item (B) above, PCC amended the FPPS to include a “review of participation in Student Learning Outcomes process.” To facilitate this, administrators have received a memorandum written by the SLO Working Group which lists four specific items they should address.

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26 College-wide Student Learning Outcomes Report
27 Placeholder for the new College Plan
with faculty members in collegial conferences regarding their participation in the SLO process. These items are:

i. **Tell me about your involvement in the Student Learning Outcomes process for your Discipline.**

ii. **What are some of the activities you have completed related to participation in the Student Learning Outcomes process?**

iii. **How do you see the Student Learning Outcomes process fit into teaching and classroom changes or curriculum and Program Review needs and modifications?**

iv. **If you have not yet begun participating, how will you get started? What have been the challenges that have impacted your participation? How can I help you? How can I help create conditions to facilitate the SLO process?**

In addition to requiring faculty members and administrators to discuss SLO participation during collegial conferences, PCC now requires that one of the four professional development activities fulltime faculty members commit to completing as part of their annual professional progression plan must relate to the SLO process.

The College has revised the SLO Discipline Leader contract to emphasize the DL’s responsibility for involving department chairpersons and adjunct faculty members in the SLO process. The DL contract for the 2013-2014 academic year stipulates that DLs will communicate with department chairpersons in order to “to facilitate adjunct faculty involvement and participation in the SLO process.” Thus, the College has elevated the importance of including adjunct faculty members to a high level. This is significant given the number of sections they teach.

The College will continue to improve TracDat implementation with training and oversight.

PIR and the SLO Facilitators study the SLO data entered in TracDat by the DLs each semester. PIR performs a complete analysis of all discipline data at the end of both Fall and Spring semesters. It captures longitudinal data showing that faculty participation in SLO is growing and that disciplines are progressing further in using higher levels of the SLO methodology such as making curriculum changes and closing the loop progress. PIR and the Facilitators also use this analysis to identify areas where disciplines can improve their outcomes and assessments.

The College goes beyond writing policies and modifying contracts in its efforts to encourage faculty participation and acceptance of the SLO process. Faculty are also provided with resources to help them understand and implement the SLO process in their disciplines. Faculty

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28 Collegial Conference Memorandum
29 Faculty professional progression plan form
30 DL contract for the 2013-2014 academic year
31 Document TracDat analysis of all disciplines at the end of both Fall and Spring semesters
members cannot properly accept or implement SLO until they first understand it and see it as a useful tool that produces meaningful information. Table 4 below presents a summary of these resources.

Table 4: SLO Resources at PCC: 2011 – 2012

<table>
<thead>
<tr>
<th>Resource</th>
<th>Description</th>
<th>Outcomes</th>
<th>Date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Updated Assessment Plan</td>
<td>A continuously revised assessment plan discipline leaders are required to fill out annually.</td>
<td>Ensure SLO assessment plans reflect SLO goals&lt;br&gt;Facilitate a smooth-running assessment process&lt;br&gt;Document SLO efforts</td>
<td>Fall 2011&lt;br&gt;Spring 2012&lt;br&gt; Fall 2012&lt;br&gt;Spring 2013&lt;br&gt; Fall 2013&lt;br&gt;Spring 2014&lt;br&gt; (ongoing)</td>
</tr>
<tr>
<td>Updated MyPima Groups</td>
<td>An online resource for file sharing, discussions, and communication among each SLO group, including the SLO Task Force, facilitators, and discipline leaders.</td>
<td>Facilitate information sharing&lt;br&gt;Enhance the availability of resources</td>
<td>Fall 2011&lt;br&gt;Spring 2012&lt;br&gt; Fall 2012&lt;br&gt;Spring 2013&lt;br&gt; Fall 2013&lt;br&gt;Spring 2014&lt;br&gt; (ongoing)</td>
</tr>
<tr>
<td>Intranet SLO information</td>
<td>An online resource available via the employee intranet providing general information on SLO assessment as well as specific information on SLO planning and implementation that relates directly to PCC.</td>
<td>Provide and encourage SLO professional development activities&lt;br&gt;Enhance awareness of SLOs</td>
<td>Fall 2011&lt;br&gt;Spring 2012&lt;br&gt; Fall 2012&lt;br&gt;Spring 2013&lt;br&gt; Fall 2013&lt;br&gt;Spring 2014&lt;br&gt; (ongoing)</td>
</tr>
<tr>
<td>Updated Discipline Leader Handbook</td>
<td>A resource guide supporting the discipline leader role and SLO efforts.</td>
<td>Ensure consistent function in the DL role&lt;br&gt;Provide basic foundation for SLOs and resources for further learning</td>
<td>Fall 2012 (ongoing as needed)</td>
</tr>
</tbody>
</table>

3Table 5: SLO Resources at PCC: 2011 - 2012
5. The College will maintain and expand the culture of assessment.

As previously noted, the College has continued to run SLO Days at the beginning of each semester. In addition, the College has developed a program for training new discipline leaders in their responsibilities\textsuperscript{33} for:

i. Guiding the development of assessments and outcomes

ii. Encouraging faculty members to participate

iii. Organizing data for entry into TracDat and entering it into TracDat

As previously stated, the College has taken a number of actions to increase the levels of acceptance and participation by adjunct faculty in the SLO process. These actions include:

i. Revising the SLO discipline leader’s contract to require them to communicate with department chairpersons in order to involve adjunct faculty in the SLO process

ii. Revising the adjunct faculty contract to require participating in the SLO process

iii. Conducting adjunct orientation meetings where experienced faculty members promulgate SLO information

As previously noted, the College introduces adjunct faculty members to the SLO process during beginning-of-semester orientation meetings. It offers SLO training to adjunct faculty members at the SLO Day sessions, and it encourages them to participate in CDAC meetings.

As described above, the College has increased the awareness vice presidents of instruction and academic deans have of the SLO process by arranging for a PIR project manager to meet with them and discuss SLO. PIR expects these to continue and become an ongoing process.

To reiterate another previously included piece of information: Interim Executive Vice Chancellor for Institutional Effectiveness/Provost has required all disciplines to participate in developing program level outcomes for their certificates and degrees.

The College initiates new fulltime faculty members in the importance and methodology of the SLO process by including a section on it at the Faculty Academy, a multi-day orientation for all new full time faculty members. We have included the main SLO presentation from this class with the supporting documents.\textsuperscript{34}

\textsuperscript{33} training new discipline leaders
\textsuperscript{34} Faculty Learning Academy SLO Presentation FINAL from 083111.pptx
The SLO Facilitators meet monthly to plan SLO Days, discuss the work done by DLs and exchange ideas on ways to promote the acculturation of SLO.35

The SLO Workgroup—which comprises the five Student Learning Outcomes Facilitators, the Executive Director of Planning and Institutional Research, the PIR Research Project Manager, the Director of Curriculum and Articulation, the Director of Program Review, Vice President of Instruction, a Vice President of Student Development and the Vice Provost—to oversee SLO activities. This group meets at least once per month to determine training needs, review SLO outcomes and assessments and look for ways to improve the implementation of SLO at PCC. One of this group’s major accomplishments was to draft a suggested set of questions concerning SLO participation for administrators to ask faculty members during collegial conferences. We need more material.36

6. The College will continue to improve research-based connections between assessment and subsequent changes to courses and/or curricula (connected to program review).

The College is working to expand involvement in the program review process. It has taken the following actions to do this:

i. Incorporated SLOs in the program review process37

ii. Included instructional designers in the SLO process for online and hybrid courses and gave them responsibility for reviewing SLO items in these courses38

iii. Began implementing a plan to make program level SLO data more publicly available on the school’s web site39

iv. Included SLO the review for service areas, including Disabled Student Resources (DSR), Library Services, Learning Centers, Student Activities, & Student Services—which will require them to report on SLOs40

The College continues to embed SLO-based assessments in the program and curriculum review processes. Curriculum review forms have been modified to include SLO data as a reason for making

35 Document membership and activities of the SLO Facilitators
36 Document membership and activities of the SLO Taskforce
37 New program review documents showing the role of SLO
38 Document the role of instructional designers in the SLO process for online and hybrid courses
39 See the program outcomes for the field archeologist, medical assistant, associate in applied arts, digital film certificate and automotive technology programs.
40 Document Program Review for Service areas — including Disabled Student Resources (DSR), Library Services, Learning Centers, Student Activities, & Student Services
curriculum changes. In addition, both Program Review Action Plans and Service Review Action Plans along with their related annual reports will include a summary page that lists SLO activity.41

The College has also implemented new curriculum change forms that include SLO research as a justification for course and/or program changes.42

All of the foregoing requires that the College continues to embed processes for developing, implementing, and tracking SLO research. TracDat, being the College’s repository for collecting SLO data, plays a major role in providing data that can be used for SLO research. The College, as previously noted, has begun to incorporate SLO in the Curriculum Review process. To support this effort, PIR has made TracDat data available for the Curriculum Review process.43

7. The College will continue to implement measures and document that students are meeting general education goals (Re-define general education goals and continue ETS testing). This should be implemented in conjunction with #11 below.

To assess the student learning outcomes of general education programs, PIR will continue to administer the abbreviated form of the ETS® Proficiency Profile Test, a test of college level skills in critical thinking, reading, writing and mathematics, to sample of students in general education courses.44 When the General Education Committee defines new gen ed outcomes, it will collaborate with PIR to develop additional ways of assessing the outcomes. This could include the use portfolio assessment.

8. PCC will reestablish the General Education Committee as an independent entity (as opposed to being a sub-committee of the Curriculum Committee)

The College re-established the General Education Committee in 2012 under the auspices of the Director of Curriculum and Articulation Services. The College has charged this committee with reviewing and making recommendations to the Chancellor regarding:

   i. General education values
   ii. Requirements and criteria
   iii. Courses submitted for inclusion in the general education course list
   iv. Student requested course substitutions for general education
   v. The review and assessment of general education student learning outcomes.

The current membership of this committee consists of 11 faculty members and the Vice Provost. In addition, three staff members from Curriculum and Articulation Services serve as ex officio/advisory members on the committee. The College plans to have one member from each discipline (CDAC) serve on this committee, but it is still in the process of recruiting members.

41 Document Program Review Action Plans and their related annual reports will include a summary page that lists SLO activity
42 Document new curriculum change forms showing prominence of SLO
43 Document how PIR has made TracDat data available for the Curriculum Review process
44 Spring 2014 ETS Proficiency Profile Administration email to all faculty by Zelema Harris
The committee normally meets four times each semester. The primary focus of the meetings this year has been to develop a philosophy, set of values and outcomes for General Education. At the time this report was written, this committee had published a draft of the mission of the general education program and its broad outcomes.45

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

i. Communication – effectively communicate information, ideas and/or arguments appropriate to the audience and purpose

ii. Critical and creative thinking – identify and investigate problems and develop creative and/or practical solutions by evaluating information and using appropriate methods of reasoning

iii. Quantitative and scientific literacy and analysis – use mathematical and scientific processes, procedures, data, or evidence to solve problems and make effective and ethical decisions

iv. Information literacy – locate, evaluate, and use information from diverse sources such as traditional and digital technologies information in an effective and ethical manner

v. Diverse cultural, historical, and global perspectives – recognize, demonstrate and value the influence of diverse cultural, historical, and global perspectives

9. Continue to align PCC’s Institutional Outcomes and general education outcomes

The newly re-organized General Education Committee is charged with developing these outcomes and defining the links between them and the program level outcomes. The College intends to have a hierarchy of outcomes whereby course outcomes support program outcomes and program outcomes support general education / institutional outcomes.46

10. Continue to embed outcomes and assessment information and procedures into the PCC internet/intranet (e.g. publication of program goals and expected outcomes, examples of SLO assessment best practices, etc.)

Action items 2.6.8 and 2.6.9 of the 2011-2013 College Plan discuss publicizing outcomes and the results of assessments. According to 2.6.8, “[t]he College plans to improve the transparency of Student Learning Outcome summary information by displaying it publicly on the pima.edu website.” Action item 2.6.9 amplifies this commitment to transparency by stating that “through the College’s Program Review Process, programs and disciplines will report annually to relevant stakeholders—administration, peers, and the public—on Student Learning Outcomes.” Thus, both of these items

45 Draft Gen Ed Outcomes April 2014.docx
46 Document the alignment of PCC’s Institutional Outcomes and general education outcomes
express the College’s intention to publically report SLO information to all of its constituents – faculty, students, parents of students and the community-at-large. 47

The College has added more links to resources on the Academic Services/Student Learning Outcomes page of its Employee Intranet to help faculty members learn more about the SLO process and see examples of high quality outcomes and assessments. 48 New resources include “Successful Student Learning Outcomes: Closing the Loop.” 49

11. PCC will foster further communication regarding assessment across the College via conferences, internal publications, and meetings. 50

SLO Days continue to be the main forum in which SLO Facilitators, DLs and faculty members exchange information about the SLO process. In between these events, Facilitators also communicate with their DLs via email, personal conversations and workshops. In addition, the College has re-invigorated its effort to post current information and resources on the SLO page within the Academic Services section of its intranet. The College plans to make SLO information on the public section of its web site, but that effort is in an early stage of development.

Remaining Challenges

PCC has more work to do on its SLO process. Despite its efforts in promoting and refining the SLO process, a number of gaps remain. It must resolve them before it will achieve a SLO successful implementation. Table 5 below summarizes these gaps and presents solutions that PIR has proposed for remedying them.

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47 Action items 2.6.8 and 2.6.9 of the 2011-2013 College Plan
48 Reference the new and improved SLO resources web page
49 PCC SLO web page
50 Document PCC participation in and hosting of SLO conferences
<table>
<thead>
<tr>
<th>Gap</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication:</strong> PCC does not communicate about SLOs at the level of the Chancellor’s Cabinet and Board of Governors meetings; or to the College community as a whole.</td>
<td>Develop a communication plan whereby SLO information is presented to the Chancellor’s Cabinet and Board of Governors twice a semester, once in the beginning and another towards the end. This will include deciding what information would be presented across the college as well; an overall SLO communication plan to reach all relevant faculty and administration is needed.</td>
</tr>
<tr>
<td><strong>Internet Presence:</strong> PCC does not provide SLO information on the internet of the College’s website.</td>
<td>Members from the SLO Workgroup will begin discussion(s) and provide information to Web Services to build webpage on the internet (in addition to the addition of information posted on the intranet. This began in April 2014, with a proposed completion over Summer 2014.</td>
</tr>
<tr>
<td><strong>General Education Outcomes:</strong> PCC has not finished developing General Education outcomes to replace the current College-wide outcomes.</td>
<td>As of 04/30/2014, the General Education Committee has drafted new General Education Outcomes for the College, giving members until 05/12/2014 for comment and editing suggestions.</td>
</tr>
<tr>
<td><strong>Program-Level Outcomes:</strong> PCC has not finished collecting and posting Program-Level outcomes for all programs in the catalog.</td>
<td>While this is currently underway (some have been collected, revised, and posted online), the collection—specifically the review process, including sending outcomes back to the programs for revision—is taking longer than expected. This project will be completed early Fall 2014.</td>
</tr>
<tr>
<td><strong>SLO Accountability:</strong> PCC does not hold faculty accountable for not participating in the SLO Process.</td>
<td>Adopt measures to hold monitor and hold faculty members accountable for not participating. For example, fully adopt SLO discussions in Collegial Conferences; enforce Board-approved policy changes to the FPPS, require faculty to provide evidence of SLO participation beyond the Banner</td>
</tr>
</tbody>
</table>
Overcoming these gaps will take the College to a more advanced level of SLO implementation.

Summary and Conclusion

While PCC is proud of the progress and improvements described in this monitoring report, it is aware that developing a sound, effective assessment process is an ongoing effort that requires constant focus along with a willingness to make modifications to both high-level policies and low-level implementation methodologies. Even though the College has made significant improvements at both levels, it realizes that managing the SLO process involves making further improvements and incorporating the lessons learned along the way in a continuous feedback loop. The organizational changes – new committees, oversight groups, faculty contract revisions, modifications to faculty collegial conferences, and revisions to the curriculum review process – provide a foundation for making SLO more pervasive, valuable and meaningful. The College expects these changes to form the foundation for a continuing effort to refine and improve the way it implements the SLO process.
Criterion One: Mission
Criterion One. Mission

Pima Community College’s mission is clear and articulated publicly; it guides the College’s operations.

The mission of Pima Community College, which guides all of its activities and programs, consists of four key elements: the College Vision, College Values, the Mission Statement, and College Goals. Our Mission is to develop our community through learning. Our Vision is to provide access to learning without limits of time, place or distance. The Values of Pima Community College emphasize accountability, diversity, innovation, integrity, people and quality. Our goals are to improve access to all college programs and services; to provide excellent teaching and responsive student services; to prepare a highly skilled workforce; to create student-centered partnerships with colleges and universities; to provide effective developmental and adult basic education; to create partnerships with business and industry, local schools, governmental and other constituencies that enhance the community, and to foster responsible civic engagement.

A. Pima Community College’s mission is broadly understood within the institution and guides its operations.

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

PCC adopted its current Mission Statement at a Board of Governors Meeting held on June 2, 2004. Since then the Mission Documents have been evaluated as part of the College’s Institutional Effectiveness Program, which mandates that the College review its mission annually and report to the community. Apart from minor rephrasing of College Goals one and five, and the reordering of Goals Five and Six, both of which occurred in 2011, the Mission Documents have only undergone one major revision since 2004 when “Accountability” was added to the list of College Values.

2. Pima Community College’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

The Mission Statement

According to its Mission Statement, Pima Community College strives “to develop our community through learning.” Within this broad statement, PCC identifies its principal constituents, the people of Pima County, and the primary means through which it serves them, education.

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1 BOG Minutes June 2, 2004
2 SPG-1504/AA Institutional Effectiveness
To serve the people of Pima County, PCC offers both credit and non-credit courses. Credit courses fall into five broad categories: transfer, occupational, special-interest, developmental, and workforce response. Transfer courses address the needs of those students seeking to transfer to a four-year institution. These credit courses culminate in either an associate’s degree, 60 credit hours or more, or a certificate, which requires less than 60 credit hours for completion. PCC also offers non-credit courses in the following areas: clock-hour, continuing education, adult education, and community education. Non-credit credentials may be awarded to students who demonstrate competency in a clock-hour format. These educational programs serve the people of Pima County who are well represented in the College’s student body. In the fall of 2013, 94.8% of the College’s students were residents of Pima County. Furthermore, the ethnicity of PCC’s student body parallels that of Pima County.

The College Vision

In its Vision Statement, PCC commits itself to providing “access to learning without the limits of time, place or distance.” To enact this vision, the College offers courses at six campuses, an Education Center located on Davis Monthan Air Force Base, and three Adult Learning Centers and numerous local facilities such as high schools, libraries, and clinics. Each of these locations works to ensure that “courses, programs and services are offered days, evenings, weekends; through distance-learning technologies, and by delivery systems commensurate with the needs of the community.” Such delivery systems comprise a variety of modalities and formats, including traditional classroom, express, open entry/open exit, self-paced, hybrid, and fully online.

Despite the fact that PCC offers courses and educational programs through a variety of modalities, it acted contrary to its Vision in 2011 when it revised its placement procedures and routed a number of students who scored below a certain level on placement tests into what became known as the “Prep Academy.” While these students may have technically still been admitted to PCC, their placement in Prep Academy rendered them ineligible for Federal Financial Aid. After the backlash against this measure became overwhelming and after the Higher Learning Commission alerted the College to the fact that it might encounter difficulty complying with Core Component 1.A if it retained its de facto selective admissions policy, PCC’s Board Of Governors adopted a number of measures meant to restore access to those students who had been deprived.

The College Values

Accountability

In 2008, PCC’s Board of Governors added “Accountability” to its list of Values. PCC’s current adherence to this value is clearly demonstrated in the recent strategic planning process. As part of that process, the Strategic Planning Committee was asked to identify key performance indicators that could be used to provide concrete information about how well the College was achieving the goals it had set for itself and hence the promises it had made to the people of Pima County. In previous years, each college planning

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3 BP 3105 Curriculum
4 RG-3105/C Credentials Awarded
5 Programs and Courses
6 Residency of Students
7 Student Characteristics: Ethnicity
8 Campuses and Centers
9 BP-3118 Access to Learning

Criterion One: 3
cycle would culminate in a final report in which the College would report back to its constituents and list all of the tasks it had accomplished out of those it had promised to do. In so doing, the report rendered an account of PCC’s activities. However, in emphasizing tasks over measurable outcomes, these reports did not provide the public with the best tools available for evaluating the College’s performance. By associating each goal with a key performance indicator, PCC has taken a significant step toward holding itself to a much higher standard of accountability.

**Diversity**

PCC values diversity in a number of ways. To avoid repetition and provide a more coherent account of the many ways it does, this value is treated in the response to Core Component 3.C.

**Innovation**

PCC values innovation, especially when it comes to discovering better ways of serving its students. Each year the College supports the Teaching Strategies Workshop and the Spring Professional Development Day. These in-house conferences allow College faculty to share their innovative approaches to teaching PCC’s students.

**Integrity**

While the Higher Learning Commission cited many failures of integrity in its Action Letter informing the College that it would be placed on probation, PCC’s commitment to integrity is evident in the many corrective actions that the College has undertaken to remedy these. These efforts are treated at length in the chapters that detail the College’s response to the Probation Sanction and that describe its progress toward fulfilling the plans outlined in the Assumed Practices Monitoring Report.

**People**

As is often the case in large organizations, it is easy for people to become lost in anonymity and have their accomplishments go unremarked. In his recent report to the community, Chancellor Lee Lambert took the time to recognize some of the people who do the daily work of PCC.

**Quality**

All instructional and student development programs at PCC undergo program review every three years in order to maintain high quality standards. The Program review process evaluates programs for their viability and identifies areas for improvement.

**College Goals**

**To improve access to all college programs and services**

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10 [Chancellor’s Report to the Community](#)
11 [RG-3105/Program Review](#)
As has been noted before, PCC’s commitment to access came into doubt when it altered its admissions policy and began routing students into self-paced courses that were ineligible for federal financial aid. After considerable public outcry and the HLC’s imposition of the probation sanction, the provision in the Standard Practice Guide that mandated this was reversed, and the Board of Governors affirmed the College’s commitment to open admissions. The Board underlined this commitment when it established the College Priorities and defined PCC as “an open access educational institution that provides multiple pathways to maximize student success.”

To provide excellent teaching and responsive student services

PCC’s commitment to excellent teaching is reflected in its professional development program for faculty. The professional development program provides access to 1000 dollars per year in professional development funds, and sponsors both a sabbatical and a faculty exchange program.

PCC recently completed the initial stage of a student services review that seeks to improve the quality and responsiveness of those services.

To prepare a highly skilled workforce

The College offers classes (both credit and noncredit) at business locations throughout Tucson. The courses are customized to meet the needs of specific businesses. PCC faculty help to identify the required outcomes employees need to contribute to business growth. Employees not only gain practical skills for proficiency in their jobs, but they can also receive college credit or be awarded certificates and degrees. Courses are offered in various areas for skills development: language proficiency, writing, computer literacy—all areas that strengthen employees’ productivity. Training programs also include diverse content areas, such as: manufacturing, management, HAZMAT and aerospace.

To create student-centered partnerships with colleges and universities

PCC fosters valuable partnerships with universities. For example, PCC partners with Northern Arizona University (NAU) to offer the Concurrent Enrollment Associate of Applied Science/Baccalaureate Degree Nursing program. The Concurrent Program (CEP) allows qualified associate degree nursing students to earn a Bachelor of Science in Nursing (BSN) from Northern Arizona University (NAU) while pursuing their associate’s degree in nursing (ADN) at Pima. Upon completion of this program, graduates are eligible to take the NCLEX-RN licensure examination. Nurses who have completed their BSN are highly valued by potential employers. These graduates are equipped with a degree that will promote professional success and advancement.

To provide effective developmental and adult basic education

PCC is committed to adult education. El Rio Adult Learning Center and Davis Monthan Air Force Base Education Center are Pima Community College centers that offer adult learners opportunities to increase basic skills in math, reading and writing. Students may also prepare to take the GED® examination or learn English as a second language. PCC promotes and supports the diverse experiences

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12 Board Affirms Open Admissions Policy
13 Priorities for the College
14 Faculty Professional Development Program
of adult learners, as evidenced by our commitment to Arizona State’s goals for adult education. Arizona is consistently recognized nationally for its educational gains in adult education. Pima Community College Adult Education Program is the second largest Adult Education program in the state and plays a major role in its rankings. “For fiscal year 2012-2013, 64 percent of Arizona’s adult learners made at least one educational gain, far above the national average of 44 percent.”

As part of its response to the probation sanction, PCC has undertaken the redesign of its developmental education program. Early in that process, PCC invited Kay McClennen, Director of the Center for Community College and Student Engagement, and Dr. Byron McClennen, Program Director of Achieving the Dream, to assist in the redesign of Pima’s developmental education program.

To create partnerships with business and industry, the local schools, government and other constituencies, that enhance the community.

Pima Community College’s Aviation program has long been recognized as one of the best of its kind in the United States. Our Aviation graduates are in high demand. One of the reasons why our graduates are sought after is PCC’s industry partnerships. The College recently accepted the donation of a 34-year old Boeing 727-200F from FedEx Express. The jet, valued at $800,000, will become a 153-foot long classroom. Students in our Airframe and Powerplant, Avionics and Structural Repair concentrations will be able to work on a real 727. This is the second commercial jet donated to PCC by FedEx. Hands-on training of this kind is rare among Aviation Technology programs and will propel our students to greater career advancement. 15

To foster responsible civic engagement

Pima’s goal is “to foster responsible civic engagement.” The College sponsors a wide range of events that encourage civic engagement and community partnerships. PCC provides civic education to promote the values of being a responsible member of society. The College offers classes in civic engagement, history, and government. PCC also offers special programs for individuals who are interested in civic participation in a broader context. One of these programs is the Civic and Student Leadership Program. Instructors, students and community leaders work together to integrate Adult Basic Education and civic learning.

3. Pima Community College’s planning and budgeting priorities align with and support the mission.

PCC usually begins each planning cycle by evaluating its mission in order to assess whether or not it “continues to address the needs and expectations of its publics.”16 Due to the urgency of its situation in this planning cycle, the College elected to omit this step of the process. However, in identifying its six

15 Chancellor’s Report August 2012
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16 SPG-1504/AA Institutional Effectiveness Program
strategic directions for the 2014-2017 strategic plan, both the College and the larger community implicitly reaffirmed their commitment to the values and goals that constitute PCC’s mission.17

- **Strategic Direction 1.** Reaffirm HLC accreditation and fully commit to the HLC guiding values. To achieve this direction, PCC lists the creation of infrastructure that will institutionalize accreditation and compliance matters. Doing so will allow PCC to better understand and comply with the complex regulatory environment that defines higher education today and thereby more closely adhere to the College Value of Integrity.
- **Strategic Direction 2.** Improve access and student success. This direction reiterates PCC’s commitment to access, which is articulated in several different places including the College Vision and the College Goals. Many of the specific tasks listed under the broadly defined goal also demonstrate PCC’s continued desire to provide high quality instruction and responsive student services.
- **Strategic Direction 3.** Foster partnerships to strengthen educational opportunities in response to community needs. Partnerships figure prominently in PCC’s Goals and are echoed in this strategic direction. In its focus on forming partnerships with traditionally marginalized groups, the direction also embodies the value of Diversity.
- **Strategic Direction 4.** Improve responsiveness to the needs of business community and economic development opportunities. With its emphasis upon working with business and developing Pima County’s workforce, this direction aligns well with College Goals three and six.
- **Strategic Direction Five.** Increase, diversity, inclusion, and global education. More than any other, this direction enacts PCC’s commitment to its stated value of Diversity.
- **Strategic Direction 6.** Develop a culture of organizational learning and employee development. This direction gives substance to the College Values of People and Quality.

Since these strategic directions aligned so well with many elements of PCC’s mission, it is clear that the mission continues to be relevant for both the College and the people it serves.18

**B. Pima Community College’s mission is articulated publicly.**

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

Pima Community College articulates its mission through a variety of publicly available documents. These documents include the College Mission, Vision, Values and Goals. They are readily available in a number of places including the College website, the College Catalog and are included in many other documents published by the College. They are also posted at a number of physical locations throughout the district.

17 Futures Conference
18 Pima Community College Strategic Plan 2014-2017
2. The mission document or documents are current and explain the extent of the institution’s emphasis on the various aspects of its mission, such as instruction, scholarship, research, creative works, clinical service, public service, economic development, and religious or cultural purpose.

As a community college, PCC’s mission focuses on education, which is the principal means through which it achieves its intended aims. Our constituents are the people of Pima County. Our mission statement, “to develop our community through learning,” captures both of these components in very broad terms. The other mission documents provide a finer-grained elaboration of these two fundamental themes by defining some of the other elements of the College’s mission. In particular, the College goals identify elements of instruction, economic development, and public service that the College particularly values.

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

The College Vision states that PCC will “provide access to learning without the limits of time, place or distance.” In so doing, the Vision obligates the College to provide its offerings in a variety of forms suited to the needs of its constituents. The College goals define the scope and nature of the higher education programs that PCC offers. These programs range from workforce training to developmental and adult education. As indicated above, the Mission Statement identifies the residents within Pima County as its principal constituents while the College Goals define these more precisely. The most important of these constituents are our students around whom all of the goals are centered. In addition, PCC also seeks to work with colleges and universities, business and industry, local schools and government.

C. Pima Community College understands the relationship between its mission and the diversity of society.

The Standing Committee on Diversity issued a diversity statement to affirm that diversity resides within Pima Community College’s organizations, events, classes and programming, and the College affirms diversity as one of six college values. Pima Community College’s mission and values build a bridge between diversity and learning. The College stands firm against exclusion on the basis of gender, race and/or ethnicity, socioeconomic standing, religion, sexual orientation, age, nationality, veteran status, disability, and intellectual point of view. This value is evidenced first and foremost in academic programs.

Pima Community College demonstrates its commitment to “utilize the power of diverse perspectives to serve its students and its community” by establishing classroom pedagogy and campus procedures to eliminate assumption and bias, and to create opportunities for access and success to all students. Pima Community College’s evolving body of diverse academic and career pathway programs has grown and adapted along with Pima County’s demographics.

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19 College values
20 Diversity Statement
Pima Community College recognizes its multicultural student populations through initiatives that are as diverse as the cultures represented by those students. Programs reflect Pima County’s population: according to the 2010 census, 34.6% of Pima County residents identify as Hispanic. Those numbers drive the fact that four of the Pima Community College campuses, West, East, Downtown and Desert Vista, are designated as Hispanic Serving Institutions. Arizona’s second largest reservation in both population and size, the Tohono O’odham Nation, is situated in the southwest region of Pima County. Pima Community College partners with the Tohono O’odham Nation in workforce development to solidify strong, existing community connections. Many other communities also see programmatic representation on Pima Community College campuses: members and veterans of the Armed Forces, adult education students, underserved and underprepared high school graduates, over-50 students, and future health professionals receive specialized support to ensure academic success because each represents a significant component of the southeastern Arizona socioeconomic milieu.

Recognition for Pima Community College’s dedication to serving the needs and dreams of its Hispanic students is evidenced by the West Campus’ Hispanic Serving Institution Science, Technology, Engineering and Mathematics grant. PCC was also awarded the STEM grant as a Hispanic-serving institution. The STEM Summer Bridge Program at PCC has partnered with JobPath. Participants in the program receive 2 college credits, hands-on engineering, physics and science activities and career exploration. Students can take part in the Math Boot Camp and field trips. In addition, an orientation for parents is offered. Students in the program also receive STEM-specific advising and assistance in creating an educational plan.

Pima Community College has also sought an active outreach role in assisting with the foundation of a Tohono O’odham Community College to increase education and learning in one of Pima County’s most educationally underserved populations. In 2013, “Diverse Issues in Higher Education” acknowledged Pima Community College’s strong Native American Business and General Education graduation rates. Conceptually, Pima Community College’s degree requirements incorporate diversity as part of the student knowledge fund: one of the Student Learning Outcomes across all disciplines is to “appreciate cultural and global diversity.” By seeking to fulfill this outcome, faculty assess their course’s effectiveness based, in part, on its ability to foster an appreciation of diversity among students.

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21 [HSI Grantees List (US Department of Education), 2012]
22 [Active duty and veteran’s programs]
23 [Adult Education programs]
24 [TRiO Educational Talent Search, Upward Bound, Dual Enrollment SPG]
25 [Plus 50 program]
26 [STEM Grant programs]
27 [STEM Summer Bridge]
28 [2010 Pima Community College Self-Study p. 25, Dr. Richard Durán agreement (?)]
29 [Diverse Issues in Higher Education, Top 100: 2013, Native American]
30 [Monitoring Report on the Assessment of Student Learning Outcomes]
2. Pima Community College’s processes and activities reflect attention to human diversity as appropriate within the mission and for the constituencies it serves.

The successes described above are rooted in a rich array of specific, targeted programs housed at the Pima Community College campuses and district office. A review of the available programs demonstrates the community-based nature of the college’s commitment to human diversity as defined by its constituencies; each represents a micro-community within the college landscape; each serves a group whose needs exceed that of the standard classroom and campus experience, and each is devoted to ensuring success in those areas for its constituency.

Constituencies are identified by culture: Pathways to Healthcare, an entry level workforce development program in partnership with the Workforce Development Division, addresses employment and training needs for all Native Americans. A partnership with the Yaqui Nation also addresses workforce needs specific to the Yaqui community. Hispanic students form several communities central to the Pima Community College student identity; the Adelante Program and the LULAC-sponsored Los Amigos de Pima foster Hispanic student success on all campuses.

More constituencies form around military service, ability, age, and orientation.

The Downtown Campus Veteran’s Center, and veteran’s services on all campuses, offer study space along with staff guidance about benefits, services and resources specific to veterans.

The College supports practices that allow for access and inclusion from diverse student populations, with particular attention to Disabled Student Resources. Each of the five Pima Community College campuses houses a Disability Student Resource Center (DSR) to provide human and technology resources for DSR-registered students, as well as faculty and staff. Sign language interpreters and adaptive reading programs are only a few of the services provided to all qualified students, and all are welcome to learn about DSR as a part of the learning experience.

Younger students receive support and community from the Trio Talent Search, which serves 900 9th-12th grade students each year, Upward Bound, and the multi-year (currently through 2018) Dual Enrollment intergovernmental agreement between Pima Community College and the Tucson Unified School District. These programs provide educational opportunities to underage youth. The Mayor’s Youth Task Force sponsors workshops on youth employment, homelessness, with a focus on issues and opportunities relevant to lesbian, gay, bisexual, and transgender students.

In addition, PCC has joined other community colleges in the nationwide movement to reach out to students who are 50 years and older. This movement is called the Plus 50 Encore Completion Programs, and the initiative aims to increase the degree completion rate of students who are over 50 years of age. The ultimate goal of the Plus 50 Encore Program is to improve the professional skills of

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31 Intergovernmental Agreement Renewal, Board of Governors’ Meeting, p. 49
32 Adelante Program
33 Amigos de Pima
34 Veteran’s Center
35 Disabled Student Resources
36 Mayor’s Youth Task Force news release
37 Plus 50 Encore Completion Program
these individuals and allow them to be more competitive in the job market. These programs foster diversity by virtue of the constituents who are served by the programs offered at PCC. These programs offer examples of the kind of diversity that is cultivated at Pima Community College.

Equity and diversity resonate not only in constituency-oriented student services, but also in workplace values. Faculty and staff participate in teaching, training, and planning to solidify diversity as a college value, host a yearly Multicultural Convocation, and offer Adult Education programs where faculty, staff, and students collaborate in service to diversity as a source of knowledge and community involvement:

- Pathways to Citizenship
- Family Literacy
- Project Raise
- Civics Education
- Refugee Education
- Workplace Education

D. Pima Community College’s mission demonstrates commitment to the public. Pima Community College’s actions and decisions reflect an understanding that in its educational role the College serves the public, not solely the institution, and thus entails a public obligation.

Service to the community from within the public spaces and spirits of an educational institution comes in various forms at PCC. Recent programming exemplars showcase PCC’s sense of institutional responsibility to the public. One of these events is the annual Show Tell Give event. Show Tell Give gives students a venue for sharing their artistic expressions through literary readings. In addition to sharing their talents, students are also encouraged to donate food items to the Tucson Gospel Rescue Mission. The Gospel Rescue Mission provides relief for the homeless and individuals who are in need of assistance fighting addiction. Show Tell Give is an event that links academia to civic engagement. The Climb to Conquer Cancer is another event that promotes civic engagement. The Climb to Conquer Cancer is a 3-mile hike to raise funding for the American Cancer Society’s research efforts.

In service to the public good, Pima Community College undertakes Philanthropy, Volunteerism, Fundraising, and Civic Involvement efforts, extending its resources to offer the public opportunities for self-awareness and historical understanding, as well as financial support for publicly valued causes.

- Pima Community College takes philanthropic pride in its ongoing support of the Stand for Children nonprofit. PCC’s spirit of volunteerism and public service steps off campus to host, with Reid Park Zoo, Stand for Children Day, a public, family-oriented event designed engage grassroots learning.

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38 Multicultural Convocation program, Class of 2013, Multicultural Convocation speakers news release
39 The Climb to Conquer Cancer
40 Stand for Children Day press release (archived)
Fundraising efforts spearheaded by PCC include the ACES semi-annual barbecues for military families, the AVIVA School Supply Drives for local students ready for school (PCC is the primary donor), the Art Alberding Amble, a 5K or 1M walk/run with annual PCC participation, and the Days of Caring/United Way drive.\(^{41}\)

PCC welcomes civic involvement to its five campuses by offering voter registration and information, and by providing public access to computers, libraries and facilities.

Pima Community College’s educational role also entails a public obligation to bring Social, Cultural and Arts Events to the public sphere. As a center of the arts, PCC hosts rotating art exhibits and events, houses public works of art, and fosters public innovations in the arts and other fields. All events are open to the public, publicized in local media, and intended to engage with PCC constituencies’ cultural needs.\(^{42}\)

PCC’s seasonal social events bring together micro-communities.

- Fall brings Earth Day and Earth Sciences Day to the Northwest Campus; more than 60 science and environmental community organizations join with PCC students, k-12 classes, community and media for information and activities.\(^{43}\)
- During summertime, PCC partners with area public libraries to host MangaMania, a celebration of Anime, Manga and Japanese culture held on the Downtown Campus.\(^{44}\)
- In the spring, West Campus hosts the Creative Writing Workshops and Writers’ Conference, where beginning and experienced writers engage in workshops with established writers, agents and editors for a long weekend of creativity.\(^{45}\)

Cultural events on the five PCC campuses cultivate respect and awareness in Pima County’s citizens.

- A partnership with Tucson Historic Preservation Society brought the 1950s Neon Sign Project, a Governor’s Award winner, to the Drachman Street entrance of Downtown Campus.
- Every fall, community members share in a rich cultural event of the traditions of *Día de los Muertos* at the PCC-hosted events on campus.\(^{46}\)
- The very popular, free PCC Speakers Series features faculty from all disciplines who offer entertaining and informative sessions to meet all tastes and interests.\(^{47}\)

Art exhibits and performances increase imagination and arts appreciation, a crucial component of the public identity in Pima County. The PCC West Campus Performing Arts Center and Series offers the community a wide range of theater and entertainment experiences, both from within the immediate community and from around the world.\(^{48}\)

\(^{41}\) Aces Community Outreach Project

\(^{42}\) Calendar of Events (representative sample of PCC arts/community events)

\(^{43}\) Earth Day Press Release

\(^{44}\) MangaMania News Release

\(^{45}\) Writer’s Workshop Announcement

\(^{46}\) Day of the Dead news release

\(^{47}\) Speakers Series News Release

\(^{48}\) Center for the Arts 2013-14 schedule
• Courtesy of the US State Department and Meridian International Center, PCC brought the Jazz Ambassadors Photo Exhibit and reception, featuring historic perspectives on cultural diplomacy, to the Downtown Campus.  

• Along with formal performance, PCC spotlights local artists and cultures at a range of events free and open to the public, like the Gabriel Ayala Concert fusing jazz, flamenco, and Yaqui music traditions.

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

As a non-profit public institution of higher education chartered by the State of Arizona, Pima County Community College’s mission is to “develop our community through learning.” PCC’s values of education and service take precedence over that of financial gains as established by the Board of Governors. Institution-wide, Pima Community College has no obligations to investors or other sponsoring organizations for its activities, and strives to ensure that there are no internal conflict of interest situations with the Board of Governors nor with any employee.

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

PCC invests in consistent outreach to the adult community through a series of innovative programs designed to foster public good in the education sector, and provide education opportunities within the community at large.

High school and post-secondary education

• PCAE works with literacy, refugee and other agencies to bridge adult learners through foundational education programs and into post-secondary classes for academic and employment development.

• The High School Outreach Project, under the leadership of Dr. D. Durán Cerda, extends faculty to faculty collaboration between math, reading and writing faculty from Pima and peer faculty from the Rincon, Tucson, Sunnyside, Desert View, Pueblo, Cholla, Amphitheater, Catalina, Palo Verde, Sahuarita and Santa Rita High Schools.

• The Translation and Interpretation Studies program partnered with a state consortium of language service providers to offer training on Title VI Access and to provide bilingual speakers of all languages opportunities to explore the job market for professional and community interpreter opportunities, culminating with the Language Access and Festival of Bilingual Careers.

49 Jazz Ambassadors Exhibit
50 Annual Financial Report, Internal Auditor’s Office, and EthicsPoint Investigations Protocol
51 Adult Education Board of Governor’s Presentation
52 Bilingual Career Fair
Elementary and secondary education connections and adopt-a-school projects: PCC trades campuses and classrooms with elementary and secondary school teachers, and university students, welcoming the youth of Pima County and beyond into its world of learning, and bringing PCC ideas and human power to theirs.

- Outreach efforts coalesce in the multi-year Adopt-a-School partnerships with Oyama Elementary School, Marana School District IGA, Amphitheater School District IGA, and Tucson Unified School District IGA, which join PCC with local schools for campus tutoring, mentoring, and other outreach at each adopted school.\(^{53}\)
- PCC welcomes elementary students at the “College Day” at Downtown Campus, which brings Davis Elementary 5\(^{th}\) grade students to the Downtown Campus, and the Davis Elementary Art Exhibit at Downtown Campus, which showcases the work of young artists from within the community, and Pima for Kids, varied-format kids’ workshops and camps.
- Core and elective post-secondary curriculum at PCC supports local high school and teenage students and teachers with future-focused learning at Summer Bridge, Teen Summer Programs, and Dual Enrollment.
- Talented, local mathematics students earn academic honors by participating in the PCC High School Mathematics Competition.\(^{54}\)
- Forward-thinking PCC students with University of Arizona in their futures follow a focused program, creating a community within academia as a cohort of UA@PCC students.\(^{55}\)
- Faculty across the county are welcomed into PCC’s collaborative learning initiative at the Writing Professional Development Day for PCC Reading, Writing and ESL Faculty and HS teachers.

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\(^{53}\) Oyama Elementary School (“Helping Young Students, Parents to Aim High Academically”), Marana School District (item 15.10), Amphitheater School District (item 17.6), and TUSD (item 13.4)

\(^{54}\) High School Mathematics Competition Press Release

\(^{55}\) UA@PCC
Criterion Two. Integrity: Ethical and Responsible Conduct
Criterion Two. Integrity: Ethical and Responsible Conduct

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

While Pima Community College’s mission is a critical component in guiding its operations, how the College conducts those operations defines the institution in the eyes of its constituents; our community, our students, and indeed, the institution itself. As our chancellor, Lee Lambert, states in his welcome statement:

“Students and non-students alike should know that Pima is committed to openness, transparency, accountability and the responsible stewardship of public resources. These principles are non-negotiable.”

In essence, Pima Community College fulfills its mission ethically and responsibly. The main mechanisms the College uses to ensure that it operates with integrity is through the use of policy, standards, and training. The remainder of this chapter presents discussion and evidence that Pima Community College meets the Higher Learning Commission’s expectations for each of Criteria Two’s core components.

2.A. Pima Community College operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.

Pima Community College has adopted a number of policies and procedures that help ensure that its financial, academic, personnel, and auxiliary functions are performed ethically and responsibly.

Financial Functions

As an Arizona Community College, PCC is governed by Arizona State Statutes §15-1401 through §15-1491. Specifically, Statutes §15-1461 through §15-1491 delineate provisions for community college district finances and revenue. PCC adheres to the following provisions: Arizona Revised Statutes Title 15, Chapter 12, which defines acceptable business practices, including posting bids for goods and services, the use of internal auditing, and codified standards for processes and procedures. For example, The College posts bids for goods and services on the Pima College public website, in the Phoenix Gazette, and the Daily Territorial. Statute §41-1279.07 specifies how public entities are to conduct internal audits.

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1 Chancellor Lambert’s Welcome Statement, Pima Website.
2 Arizona State Statutes, Arizona Revised Statutes Website.
3 Current Requests for Proposals, Bids, and Quotes - Pima Website
The College also complies with the rules, regulations, and requirements as set forth by the General Accounting Office operating under the Arizona Department of Administration, including accounting principles, internal controls, and travel policy. This office conducts the external state audits that PCC undergoes on an annual basis. In the interest of transparency, Arizona also maintains a navigable website that serves as a single point of reference to view annual reports for the financial activities for many public entities in the state.

The College’s Internal Auditor indicates that processes are in place to monitor financial practices. When the state audit for fiscal year ending June 30, 2013 is complete, it will be posted to an area of the public Pima website dedicated to such reports, along with many other financial reports. Pima Community College’s Purchasing Procedures Manual delineates policies and procedures developed to guide College operations in accordance with Purchasing Code of Ethics advocated by the National Association of Education Procurement: delegation of purchasing authority.

In addition to adhering to state regulations, the College has in place a board policy and a standard practice guide that offer clear guidance for ethical operations for contract development and approval, specifying which contracts require the approval of the Board of Governors, and limits who is authorized to sign each contract, including the maximum dollar amount allowed for those signatories. Arizona Revised Statutes §38-501 through 38-511, which delineate disclosure requirements for board members under possible conflicts of interest, are supported by a board policy and an SPG, as well.

Pima Community College further promotes ethical and responsible financial operations by holding routine audits to ensure compliance with College policies. The Office of the Internal Auditor is guided by this regulation, updated in 2013, to establish and define the Office of the Internal Auditor as an independent, objective assurance that the College enforces and supports the integrity of College functions on numerous levels, including its internal control structures, asset protection, compliance with applicable laws and regulations, and verifying the effectiveness of business processes. While the College’s Internal Auditor currently reports jointly to the Chancellor and the Board of Governors, the auditor is conferred, by regulation (RG-2402/A), sufficient autonomy to bypass the Chancellor and bring issues directly to the board, as deemed necessary.

Academic Functions

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4 Arizona General Accounting Office, ADAGAO Website
5 Financial Reports/Annual Audit, State of Arizona, Pima Website.
6 PCC Purchasing Procedures Manual, PCC Website.
7 BP-1302: Contracts, PCC Website.
8 SPG-1302-AB: Contracts, PCC Website.
9 BP-1402: Conflict of Interest, PCC Website.
10 SPG-4201/CA: Disclosure of Conflict of Interest - Pecuniary or Proprietary Interests, PCC Website.
11 RG-2402/A: Internal Audit, PCC Website.
With regard to academic functions, Pima Community College ensures they are executed with integrity by implementing policies and processes for grading\textsuperscript{12}, handling grade related complaints\textsuperscript{13}, and procedures that safeguard student confidentiality\textsuperscript{14} when posting grades and the return of papers and projects. The ethical and responsible performance of the College’s academic functions is also supported by setting high standards of educational qualifications for academic, developmental, occupational, and workforce faculty, including counselors and librarians.\textsuperscript{15} Finally, the College has a dedicated section in its Faculty Personnel Policy\textsuperscript{16} that specifically addresses integrity and ethics, which is reinforced by the board policy\textsuperscript{17} that incorporates faculty training on those same topics.

**Personnel Functions**

The primary tools that Pima Community College uses to ensure that its personnel functions operate with integrity are its personnel policy statements, which include a common policy manual\textsuperscript{18}, and one each for non-exempt\textsuperscript{19} and exempt staff\textsuperscript{20}, faculty\textsuperscript{21}, and administrators.\textsuperscript{22} All of these policy statements are posted on the public Pima website, but printed copies are available as well. All College employees are subject to the conflict of interest policy\textsuperscript{23} and standard practice guide\textsuperscript{24} previously mentioned, and to the portion of the common policy that addresses nepotism.\textsuperscript{25}

**Auxiliary Functions**

Pima Community College shows that it operates with integrity in its auxiliary functions by following policies and procedures, as demonstrated by contracts\textsuperscript{26} such as for SODEXO\textsuperscript{27}, Follett\textsuperscript{28}, and Gilly.\textsuperscript{29} Guidance\textsuperscript{30} for auxiliary functions begins at the Board Governance level and flows down through College Standing Committees to the Auxiliary Services Committee. Authority granted from Board policies (BP), regulations (RG) and standard practice guides (SPGs) directs the formation of College standing

\begin{itemize}
\item \textsuperscript{12} BP-3113: Grading Policy, \textit{PCC Website}
\item \textsuperscript{13} Grade Related Complaints, \textit{PCC Website}
\item \textsuperscript{14} RG-3108/A: Confidentiality related procedures to follow, public posting of grades, etc., \textit{PCC Website}
\item \textsuperscript{15} RG-3001/A: Educational Qualifications, Faculty, \textit{PCC Website}
\item \textsuperscript{16} Faculty Personnel Policy Statement - P.6, \textit{PCC Website}
\item \textsuperscript{17} BP-3501: Admissions and Registration, \textit{PCC Website}
\item \textsuperscript{18} PCC Common Personnel Policy Statement, \textit{PCC Website}
\item \textsuperscript{19} PCC Non-exempt Staff Personnel Policy Statement, \textit{PCC Website}
\item \textsuperscript{20} PCC Exempt Staff Personnel Policy Statement, \textit{PCC Website}
\item \textsuperscript{21} PCC Faculty Personnel Policy Statement, \textit{PCC Website}
\item \textsuperscript{22} PCC Administrator Personnel Policy Statement, \textit{PCC Website}
\item \textsuperscript{23} BP-1402: Conflict of Interest, \textit{PCC Website}
\item \textsuperscript{24} SPG-4201/CA: Pecuniary Interest Disclosure, \textit{PCC Website}
\item \textsuperscript{25} PCC Common Personnel Policy Statement - P5, \textit{PCC Website}
\item \textsuperscript{26} Contracts: BP-1302 Contracts, SPG-1302/AA, SPG-1302/AB, SODEXO Contract, See the 2013-14 Archive
\item \textsuperscript{27} Course Materials: BP-3202, SPG-3202/AA, RG-3202/A, Follett Contract (See the 2013-14 Archive)
\item \textsuperscript{28} Gilly Contract, See the 2013-14 Archive
\item \textsuperscript{29} PCC Auxiliary Functions Integrity, See the 2013-14 Archive
\end{itemize}
committees including Auxiliary Services Committee.  

Fair and Ethical Policies and Processes: Governing Board

The establishment and following of fair and ethical policies and processes for its governing board, administration, faculty, and staff at Pima Community College are handled in a variety of ways, but all of the methods involve honest and open communication, widespread collaboration, and public participation, which begins with the election of the College’s Board of Governors. The elections (held on staggered cycles) are run by the Pima County Elections Division to ensure neutrality, and the results are publically posted on that division’s website.

Public participation is also encouraged by making it relatively easy to view monthly Board of Governors meetings, which are streamed live and then posted on the public Pima website. The Board of Governors requested that all materials presented at Board meetings be made public. Thus, beginning on Feb. 27, 2013, materials referenced at a Board meeting are now available online.

Starting in Fall 2013, the Board of Governors began holding open study sessions in the Board room, announcing the meetings to the college community, and inviting employee groups and members of the community to present on specific topics. Further, the College adheres to Arizona Open Meeting Law, which prescribes how Board packets and meeting notices need to be posted.

Pima Community College has updated all of the Board of Governors’ bylaws in December of 2013 and the first quarter of 2014. Important updates include the delineation of specific responsibilities for the Office of General Counsel when a complaint arises against the Chancellor or a Board member, and the inclusion of an ethics component during new board member orientation. A Board Policy is specifically in place to address any conflicts of interest that may arise amongst Board members, with an attendant SPG that addresses the College’s General Counsel’s responsibilities when conflicts of interest are of immediate concern. Finally, Article X of the newly updated bylaws details the Code of Ethics all Board members are required to follow.

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31 College Committee Structure, P5, Pima Website
32 Auxiliary Services Committee Final Report, 12-13, Pima Website
33 Elections, Staggered Cycle, PCED Website
34 Election Results, PCED Website
35 Public Meeting Notices, Agendas, Live Streaming, PCC Website
36 Meeting Video & Presentations, PCC Website
37 October 30, 2013 Open Study Session, PCC Website
38 Arizona Open Meeting Law, Arizona Attorney General Website
39 BOG Meeting Notices, PCC Website
40 BOG Bylaws, PCC Website
41 Office of General Counsel, PCC Website
42 BP-1402, Conflict of Interest, PCC Website
43 SPG-1502/AC, Legal Services - Conflict of Interest Responsibilities, PCC Website
44 Article X, PCC BOG Bylaws, PCC Website
Acknowledging some of the deficiencies cited in the HLC’s letter of sanction, the Board of Governors has established a series of training sessions with the objective of improving the Board's ability to form and oversee even more fair and ethical policies and processes as the College truly embraces a culture of continuous improvement. The training events\(^{45}\), as well as training and retreat minutes\(^{46}\), are publicly available on the Pima website.

If at any time any of Pima Community College’s constituents have a concern or comment they would like to express, the College has made available multiple avenues for communication, including the ability to email Board members directly\(^{47}\), a complaint investigation protocol\(^{48}\) to assist in communication, and an anonymous (if so chosen) complaint filing system through a third-party, neutral service, EthicsPoint.\(^{49}\)

**Fair and Ethical Policies and Processes: Administration, Faculty, and Staff**

The main instrument by which the College establishes and follows fair and ethical policies and practices is the Pima Community College Employees Personnel Policy statement.\(^{50}\) This document addresses a wide variety of policies and practices for all employees, including such areas as employment, benefits, leave, conflict of interest, and grievances. The College also enables employee participation in the decision-making process by supporting staff council\(^{51}\), which represents all employees at the College. In addition, each employee group, administrators\(^{52}\), faculty\(^{53}\), exempt staff\(^{54}\), and non-exempt staff\(^{55}\), have their own personnel policy statements, which cover similar policies and practices, but identify the differences that apply to each group. Finally, each employee group (except administrators) has group representation that participates in shared governance by attending board of governors meetings, contributing to managing the College via meet and confer, and by holding regular meetings amongst their groups. Pima Community College Educators Association (PCCEA\(^{56}\)) represents faculty, Association of Classified Exempt Staff (ACES\(^{57}\)) represents exempt staff, and American Federation of State, County, and Municipal Employees (AFSCME\(^{58}\)) represents non-exempt staff.

\(^{45}\) BOG Training Events, [PCC Website](#)
\(^{46}\) BOG Training and Retreat Minutes, [PCC Website](#)
\(^{47}\) BOG Email Addresses, [PCC Website](#)
\(^{48}\) Complaint Investigation Protocol, [PCC Website](#)
\(^{49}\) Complaint Tracking Tool, [EthicsPoint Website](#)
\(^{50}\) Common Policy, [PCC Website](#)
\(^{51}\) Staff Council, [PCC Website](#)
\(^{52}\) Administrator’s Personnel Policy, [PCC Website](#)
\(^{53}\) Faculty Personnel Policy, [PCC Website](#)
\(^{54}\) Exempt Staff Personnel Policy, [PCC Website](#)
\(^{55}\) Non-exempt Staff Personnel Policy, [PCC Website](#)
\(^{56}\) PCCEA, [PCC Website](#)
\(^{57}\) ACES, [PCC Website](#)
\(^{58}\) AFSCME, [PCC Website](#)
As described above, the methods Pima Community College uses to operate with integrity are by establishing and following fair and ethical policies and processes for its governing board, administration, faculty, and staff. While fair and ethical policies and processes are indeed in place, as noted in the HLC’s Letter of Action dated April 16, 2013, the College lacked adequate checks and balances to ensure it was in compliance with those policies and processes. Since April 17, 2013, Pima Community College has been diligently, and with a great sense of urgency, acting to put in place mechanisms to remedy this deficiency. These mechanisms are not and will not be limited to the specific areas cited in the HLC’s letter, namely fair bidding on institutional contracts, internal financial controls, personnel policies and procedures, and instigating investigations of serious allegations of misconduct, but will extend across all college functions in a uniform, clear, and consistent manner. The preceding section identifies the College’s policies for its governing board, administration, faculty, and staff which have been determined to be fair and ethical, and in which the College is in compliance. A separate chapter in this self-study report addresses those areas in which the College was not in compliance. This chapter will continue by addressing Core Component 2.B.

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

The manner in which PCC presents itself to the public with regard to a multitude of aspects to both students and the public are deeply intertwined, and the methods of presentation all strive to be clear, complete, and transparent, beginning with the College’s programs.

Programs

Students and the public can access information about the College’s programs in many ways, including the Programs and Courses area of the PCC website, the College Catalog (available in hardcopy and on the website,) by accessing advising resources, and via the admission process. The same resources provide information on requirements for admission, course content and prerequisites, and requirements for entrance into specific programs, including those offered through the Center for Training and Development (CTD). Pima Community College also utilizes MyDegree Plan, which allows students to track their progress as they pursue a course of study.

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59 Programs and Courses, PCC Website
60 College Catalog, PCC Website
61 Advising, PCC Website
62 Admissions, PCC Website
63 CTD, PCC Website
64 MyDegree Plan, PCC Website
**Requirements and Cost to Students**

Requirements for student conduct are clearly communicated in the Student Code of Conduct\(^{65}\), while information on financial aid can be found on the Paying for School\(^{66}\) section of the College’s website. Also available is the Net Price Calculator\(^{67}\), which students can use to get a realistic idea of the cost of their chosen course of study.

**Faculty and Staff**

Regarding faculty and staff, students and the public can view the credentials of top administrators in the College Catalog, and can locate contact information in the directory\(^ {68}\) located on the College’s website. Additionally, the Office of Faculty Contracts and Certification has begun maintaining a list\(^ {69}\) of active faculty with attendant qualifications on the College’s public website.

**Control**

Students and the public can access information regarding the controls used by the College by attending governing board meetings, and by reviewing a wealth of material available on the board’s web pages.\(^ {70}\) The college actively solicits and encourages student/public involvement as part of the decision making process by issuing news releases, open sessions at board meetings, the “contact us” section on board’s webpage, and physical suggestion boxes at each campus.

**Accreditation Relationships**

Finally, the College’s accreditation relationships are listed on the College’s website for both the College’s own accreditation\(^ {71}\), and for articulation relationships.\(^ {72}\) The next section of this chapter will address Core Component 2.C.

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\(^{65}\) Code of Conduct, PCC Website  
\(^{66}\) Paying for School, PCC Website  
\(^{67}\) Net Price Calculator, PCC Website  
\(^{68}\) Directory, PCC Website  
\(^{69}\) Roster of Faculty/Instructor Credentials 2013/2014, PCC Website  
\(^{70}\) BOG Web Pages, PCC Website  
\(^{71}\) Accreditation, PCC Website  
\(^{72}\) Transfer Partnerships with Universities, PCC Website
2.C The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

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

Pima Community College’s governing board’s deliberations reflect priorities to preserve and enhance the institution, as evidenced by its bylaws73, all of which have been updated in December of 2013 or January of 2014, and board policies, especially BP-110174, the “Prime Policy.” The Prime Policy allows for the input of proposed policy from constituents including the various employee councils.

Additionally, the College practices adroit budgeting, in that it consistently manages to keep tax rates and tuition and fees as low as possible. The board exhibits its autonomy by carefully reviewing and then approving each fiscal year’s budget, choosing from different scenarios presented by administration, all during public meetings. The board also takes responsibility for the approval of the creation or cancellation of academic and training programs75, and approves all changes to personnel policy statements.76

Further, The Board of Governors began deliberations on Board priorities at the Study Session held on October 30, 2013 and began holding study sessions77 in the Board Community room, announcing the meetings publically. These study sessions culminated in the adoption of a specific set of priorities, and a statement of strategic intent78 at its regular meeting on November 11, 2013.

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

Pima Community College’s governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making by consulting internal and external groups during deliberations. The Meet and Confer discussion regarding compensation, benefits, and terms and conditions of employment, as prescribed by board bylaws, board policies, and regulations and standard practice guides is one example process that allows the board to consider internal interests and concerns.

73 Board Bylaws, PCC Website
74 BP-1101, PCC Website
75 Action Item 16.8, BOG Meeting 9.18.2013, PCC Website
76 BOG Packet, June 2013, PCC Website
77 BOG Study Session, 10.30.2013, PCC Website
78 BOG Priorities and Statement of Intent, 11.11.2013, PCC Website
The Board of Governors also revised BP-1401 - Governance, formerly called Institutional Governance. This policy outlines the Board's authority and what is delegated to the Chancellor. It also officially establishes a brand new forum for exchange of views between students, faculty, adjunct faculty, staff including temporary staff and administrators. The purpose shall be ongoing communication and input into decision-making. This council shall advise the Chancellor on matters of college-wide importance which are not related to wages, salaries and working conditions. This higher level of communication and information sharing group is called the Governance Council.\footnote{BP-1401, \url{PCC Website}}

Again, student input is strongly encouraged, and can be accomplished in a variety of ways. Two members of the student council sit as non-voting members on the board, and can communicate concerns during those sessions. The call-to-the audience portion of board meetings is another option for student input. Finally, the Student Complaint Process is another avenue available for students to have a say in how the College operates.
2.C.3 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.

The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution by a series of state statutes, board bylaws, and board policies. For example, ARS Statutes 38-503 outlines conflict of interest and employment prohibition rules, while Article X in the bylaws specifies the code of ethics the board is required to follow. Additionally, board policies 5502, 5503 outline rules for the receipt of gifts and building and facilities naming, respectively.

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

Pima Community College’s governing board delegates day-to-day management of the institution to the administration, as demonstrated in BP-1502. In summary, this policy charges the Chief Executive Officer (CEO) of the College with implementing the goals and policies of the College as established by the Board by designing, implementing, and evaluating an organizational structure for the College. In carrying out the goals and policies, College functions and activities shall be placed under administrators with established reporting lines. BP-1502 is enhanced by BP-1401, Governance, revised on March 14, 2014, which implemented a governance model that emphasizes a contributory spirit, with contributions from student, faculty, staff, and administrator representatives. This policy is similar to the policy in place at Yavapai College.

Faculty can create, have input on, and approve of courses through their College Discipline Area Committees (CDACs.) The CDACs are made up solely of faculty members. The College Curriculum Council (CCC,) which is made up of faculty and administrators, is also part of the approval process. CDACs review and comment on curriculum developed within their subject areas. Administrators sign and submit proposed curricular items to the College Curriculum Office. Once submitted through the curriculum systems, new programs are submitted to the Provost’s Office for signature and are submitted to the Board of Governors for approval.

This process is standardized in College Regulation (RG) RG-3106/A, while curriculum standards are specified in RG-3106/B. The CDAC committees serve in an advisory role in regard to placement tests, admissions standards, etc..

80 ARS Statutes 38-503, ARS Website
81 Article X, Board Bylaws, PCC Website
82 BP-5502, PCC Website
83 BP-5503, PCC Website
84 BP-1502, PCC Website
85 BP-1401, PCC Website
86 SPG-3106/BB, PCC Website
87 SPG-3106/BC, PCC Website
88 RG-3106/A, PCC Website
Faculty participation in the decision-making process is thoroughly integrated into the curriculum development process. A faculty and vice president of instruction are appointed by the Assistant Vice Chancellor for Academic Services and Vice Provost. The faculty and vice presidents are recommended to the Assistant Vice Chancellor by College Curriculum Council. The term of office as co-chair is two years.

The College’s Curriculum Services department publishes a curriculum manual90 that provides a curriculum process overview, and states, “Faculty has a prominent and key role throughout the process.” The Faculty Personnel Policy Statement91 (FPPS) ensures faculty academic freedom in terms of their class content, selection of resources, and discussions, as long as the material is relevant to the course being taught. The FPPS ensures that faculty is in charge of textbook selection. Another factor in ensuring that faculty has oversight of academic matters is the Faculty Senate92, which provides input into the development of new board policies that impact academics.

Student Learning Outcomes93 (SLOs) are a faculty-driven process, where the administrator role constitutes support and collegiality for the efforts faculty are initiating and changes they are making to teaching and classroom activities as well as curriculum and program modifications. The SLO program is detailed in the Student Learning Outcomes Discipline Lead Handbook.94

A final way for faculty to participate in academic decision-making is by serving on the Occupational Program External Advisory Committee95 (OPEAC.) OPEAC is an external group consisting of a cross-section of community interests provides advice to appropriate campus presidents, deans and faculty regarding industry trends; employment needs; program relevance, currency, and effectiveness; experiential learning opportunities; and Student Learning Outcomes. Although the faculty does not play a true role within the committee, Discipline Leads, full-time faculty, and adjunct faculty input ideas concerning the occupational programs, need for changes within the curriculum and can provide an oversight during committee meetings. Documentation of OPEAC96 membership and activities, including meeting minutes, are maintained by the program.

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

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89 RG-3106/B, PCC Website 90 Curriculum Manual, PCC Website 91 FPPS, PCC Website 92 Faculty Senate, PCC Website 93 SLOs, PCC Website 94 SLO Handbook, PCC Website 95 OPEAC, BP-3201, PCC Website 96 RG-3201/A, PCC Website
Pima Community College’s primary tools for demonstrating its commitment to freedom of expression in teaching and learning are written guidelines, standard practices, and internal bodies organized to generate consensus on policy and procedures.

BP-3605, Public Access and Expression on College Property\(^{97}\), is the guiding statement for the College regarding freedom of expression, while SPG-3605/AA\(^{98}\) details the implementation of the policy. Article IV, Section A\(^{99}\) of the Faculty Personnel Policy Statement (FPPS) directly addresses academic freedom. In summary, this section grants freedom of discussion, research and publication, speech, and choice of academic materials for use in the classroom. Page 22 of the Adjunct Faculty Guidebook\(^{100}\) echoes these same rights to academic freedom for adjunct faculty. Finally, as stated in the Faculty Senate’s Charter (IIB)\(^{101}\), (it shall) “Promote the gathering, exchanging, and disseminating of faculty views and concerns,” thus providing lines of communication between faculty and administration. Any faculty member can present any views or concerns about academic freedom during the “Open Forum (VIIH)\(^{102}\)” portion of regularly held meetings of the Faculty Senate.

2.E: The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

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

Pima Community College uses a variety of resources to provide effective oversight and support services that ensure integrity of research and scholarly practice conducted by faculty, staff, and students, including advising services, publications, and web resources.

For students, the Student Code of Conduct serves as the foundation for their responsible acquisition, discovery, and application of knowledge. Section IIA\(^{103}\) lays out ten standards for the prevention of academic ethical violations. The College has invested considerable resources in training faculty on assisting students in avoiding copyright infringements, including having Peter B. Goldman, US Patent Attorney, present at the 2013 All Faculty Day; both the transcript\(^{104}\) and the video are available on the web page\(^{105}\) providing students with copyright resources. Faculty have access to a short guide on preventing and dealing with plagiarism.\(^{106}\) The College also provides a “Plagiarism Traffic School,” which

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\(^{97}\) BP-3605, [PCC Website](#)
\(^{98}\) SPG-3605/AA, [PCC Website](#)
\(^{99}\) Article IV, Section A, FPPS, [PCC Website](#)
\(^{100}\) Adjunct Faculty Guidebook, P.22, [PCC Website](#)
\(^{101}\) Faculty Senate Charter, [PCC Website](#)
\(^{102}\) Faculty Senate Open Forum, [PCC Website](#)
\(^{103}\) Student Code of Conduct, Section II, [PCC Website](#)
\(^{104}\) Transcript of “Copyright Practice and Compliance” Presentation, [PCC Website](#)
\(^{105}\) Copyright Resources Webpage, [PCC Website](#)
\(^{106}\) Preventing and Dealing With Plagiarism, See the 2013-14 Archive
includes an exercise\textsuperscript{107} students complete after committing plagiarism. The program is reinforced by using posters throughout campuses.\textsuperscript{108}

Pima Community College’s libraries and library staff are effective resources that students can access for training, advice, and assistance. Staff present an overview of copyright policies\textsuperscript{109}, and explain principles of research writing\textsuperscript{110} and the Modern Language Association (MLA) Style Guide.\textsuperscript{111} Additionally, the library’s website hosts a library guide (LibGuide\textsuperscript{112}) that exposes students to the principles and practices of citation.

SPG-2701/AA\textsuperscript{113} addresses the standard language and requirements for all syllabi, specifically, the inclusion of language that addresses copyright issues.\textsuperscript{114} To ensure consistency, the Faculty Conditions of Work\textsuperscript{115} section of the FPPS outlines the manner in which syllabi are to be completed and submitted to students and academic deans.

Many of the resources available to student also help Pima Community College ensure the integrity of research and scholarly practice conducted by faculty and staff. In addition to the copyright policy itself, RG-2702/A\textsuperscript{116} details copyright ownership processes and policies at the College, including definitions, copyright ownership by category of work, copying of works owned by others, and copyright management. This is further supported by SPG-2701/AA\textsuperscript{117}, dealing with copyright practice and compliance, which is targeted at copyright issues faculty may encounter in both their research and in their interactions with students. Finally, the College has posted a blanket statement\textsuperscript{118} covering copyright law on its website.

Ethical research is also supported by BP-5603\textsuperscript{119}, which is the College’s Human Subjects Policy.

Pima Community College’s Employee Development program provides training that ensures integrity of research and scholarly practice, including five Instructor lead workshops, five job aids, and five online courses.

Finally, in conjunction with the College’s Copyright Practice and Compliance standard practice guide, faculty can make use of a “Fair Use Checklist,”\textsuperscript{120} which allows them to use the works of others under specific circumstances.

\begin{enumerate}
\item Traffic School for Plagiarism, See the 2013-14 Archive
\item Plagiarism Poster, See the 2013-14 Archive
\item Overview of Copyright Policies, PCC Website
\item Principles of Research Writing, PCC Website
\item MLA Style Guide, PCC Website
\item Citation LibGuide, PCC Website
\item SPG-2710/AA, PCC Website
\item Plagiarism Syllabus Statement, See the 2013-14 Archive
\item Faculty Conditions of Work, FPPS, PCC Website
\item RG-2702/A, PCC Website
\item SPG-2701/AA, PCC Website
\item Copyright Blanket Statement, PCC Website
\item BP-5603, PCC Website
\end{enumerate}
2.E.2 Students are offered guidance in the ethical use of information resources.

Pima Community College offers its students guidance in the ethical use of information resources by providing many of those listed under the previous section. In addition, the College offers a general education course, Writing 101, which specifically addresses appropriate use of information, resources, and citation methodology.

Library staff offer orientations to library services and resources available to assist students in the ethical use of information and references. The orientation exposes students to the LibGuide on citations, the MLA style guide, and the resource page for elements of research writing.

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

Pima Community College policies on academic honesty and integrity include all of the policies, regulations, and standard practice guides noted above, but the primary mechanism for the enforcement of those policies is through the Copyright Standing Committee, which provides a forum for faculty, staff, and administration to discuss any outstanding issues involving academic honesty and integrity. The tool that faculty use to enforce academic honesty and integrity, Turn-it-in, is targeted mainly at plagiarism. This is an online service which allows faculty to upload students’ work, and have that work ‘scanned’ for any traces of plagiarism. It is up to individual faculty members to decide what action to take if an incidence of plagiarism is discovered, and no historical record of plagiarism is currently maintained by the College.

Fair Use Checklist, PCC Website
Evaluative Summary

Strengths

- PCC has strong on-line resources for students to help them exercise academic integrity.

Opportunities

- By adding guidelines that cover selection criteria for vendors, with standardized information contained in every contract, PCC could profit from contracts for auxiliary functions.
- PCC may want to investigate the addition of a “Chancellor interpretation” for each board policy, making the decision-making process more transparent.
- PCC can improve the language for academic integrity infractions.
Criterion Three.  Teaching and Learning:  
Quality, Resources, and Support
Criterion Three. Teaching and Learning: Quality, Resources, and Support

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

A. PCC’s degree programs are appropriate to higher education.

1. PCC’s courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

In keeping with its educational mission “to develop our community through learning,” Pima Community College offers credit transfer, occupational, special interest and non-credit courses. Credit courses lead to two types of educational credential: an Associate’s degree, which requires a minimum of sixty credit hours; or a certificate, which requires less than sixty credit hours for completion. These credentials comprise four different types of educational programs: transfer programs, which serve the needs of students who wish to transfer credit toward the completion of a baccalaureate degree; occupational programs, which provide skills and training needed for direct employment; the Associate’s Degree in General Studies which can lead either to direct employment or transfer; and Workforce Programs that are designed to meet the workforce and training needs of a particular contractual partner.

To ensure the currency of the courses within these programs, PCC has adopted a process for curriculum development that engages important constituents throughout.

In the first step, an initiator, usually a full-time faculty member within the proposed course’s discipline, identifies some unmet educational need and begins the process leading to coursework that will eventually meet that need. The initiator works with a curriculum development specialist to articulate course objectives and identify any capital resources that the course may require. The request is then submitted to key administrators at the sponsoring campus for approval. If approved the proposed course is forwarded to the appropriate CDAC, College Discipline Area Committee.

The CDAC is the primary venue through which faculty exercise oversight over curricular and academic

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1 BP-3105: Curriculum
2 BP-3107: Degrees and Certificates
3 BP 3116: Educational Contract Training and Services
4 RG 3105/B: Courses
5 RG 3106/A Curriculum Development Process
6 CDAC Guidelines see electronic archive
matters within their own and related disciplines. Each CDAC comprises all of the full-time faculty within a particular discipline, one of whom serves as the co-chair, an administrative co-chair, and a variety of non-voting support staff. In addition to reviewing all curricular changes within their disciplinary purview, the CDACs also conduct program review, articulate and assess student learning outcomes, designate Discipline Standards Faculty and elect representatives to the Statewide Articulation Task Force. This last duty, participation in the Statewide Articulation Task Force, helps ensure the currency of the College’s curriculum: participating in the Articulation Task Force allows PCC’s faculty to interact and collaborate with their counterparts from Arizona’s other community colleges and three state universities to develop curriculum that is readily transferrable.

The CDAC reviews all curriculum submissions and votes on whether or not they should advance in the approval process. If the CDAC recommends a curricular action for approval, the action then comes before the College Curriculum Council (CCC). The CCC membership is composed of two faculty members from each campus, one of whom is nominated by the Faculty Senate and the other who is sent as a campus representative. One of these faculty members serves as the faculty co-chair of the committee. In addition to the faculty members, the Vice Presidents of Instruction from each of the campuses also serve as voting members. Through its broad-based membership, the College Curriculum Council complements the focused, disciplinary knowledge of the CDAC by reviewing curriculum items from a college-wide perspective. If the CCC approves a curriculum action, the action is then forwarded to the Vice-Provost and Provost for approval. If they approve the action, it becomes part of the College’s curriculum.

The same process is followed for the creation of new programs with added steps. Prior to its official adoption by the College, each new program undergoes a rigorous approval process that engages both its internal and external constituencies and ensures the program’s currency and relevance. New programs are typically formed in response to industry and workforce needs, university curriculum developments, or as the result of program review. To begin this approval process, an initiator submits a proposal that includes a description of the program, the results of benchmarking against similar programs at peer institutions, enrollment estimates and explanation, faculty and staff requirements, financial summary, employment projections, and transfer articulation analysis. This rationale is sent to the Chancellor’s Cabinet. If the Chancellor’s Cabinet approves the program, the proposal is sent to the appropriate administrators at the sponsoring campus. If they approve the plan, the proposal is next forwarded to the appropriate CDAC for an official vote. If the CDAC approves the program, the proposal is sent to the College Curriculum Council. If they approve it, it goes to the Vice-Provost and Provost for approval and finally makes its way to the Board of Governors.

In addition to the vetting process associated with approval, the Curriculum Office requires that courses be periodically reviewed on a three- and five-year cycle. Those that have not run in five years are recommended for inactivation.

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7 AZ Transfer Steering Committee
8 RG-3106/A Curriculum Development Process
2. PCC articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

PCC offers courses of study leading to certificates or to associate’s degrees in four different types of programs: transfer, occupational, general studies and workforce. Each of the programs within these different areas articulate and differentiate broad learning goals that provide students with a clear idea of the preparation they will receive and what they can expect to do with the degree or certificate upon completion.9

3. PCC’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality); Pima Community College has mechanisms and policies to maintain program quality and learning goals consistently across all modes of delivery and all locations.

PCC has adopted a number of policies that help it maintain the quality of its educational offerings no matter how or where they are offered.

Consistent Curriculum
For each of the courses it offers, PCC maintains a course outline.10 The course outline provides a brief description of the course, including any prerequisites, lists performance objectives that describe what a student should be able to do after successful completion of the course, and includes an outline of the material that should be covered in the course. The course content form serves as a district-wide guide for instructors teaching the course and instructors are expected to include the outline in their syllabi. This course outline helps ensure that wherever or however students takes a particular class offered by PCC, they can expect to leave that class with a certain set of aptitudes.

Other Guarantors of Consistent Educational Quality
While the Course outline provides consistency in content and outcomes for courses taught across the district, the College also relies upon a number of measures that help ensure the consistency of its course offerings. Among these are policies requiring that all faculty who teach courses at PCC be appropriately qualified, that their performance is evaluated regularly and that they have access to opportunities for professional development. All of these measures are treated in the response to Core Component 3.C.
B. Pima Community College demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. PCC’s general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

All students who wish to earn an educational credential at PCC must complete a specified number of credit hours of general education coursework. The number and types of credits required varies according to the credential awarded.\textsuperscript{11,12}

Transfer Degrees
Students who earn a transfer degree, Associate of Arts, Business, Fine Arts, and Science complete the Arizona General Education Curriculum.\textsuperscript{13} The Arizona General Education Curriculum, AGEC, is shared by all of Arizona’s public institutions of higher learning, including its many community colleges and three state universities. The AGEC requires students to take 35 credit hours of General Education in the following fields/designations: English Composition, Humanities and Fine Arts, Mathematics, Biological and Physical Sciences, Social and Behavioral Sciences, and Other Requirements.

Occupational and Workforce Response Degrees
Students who complete occupational or workforce response degrees, Associate of Applied Arts, Associate of Applied Science, Associate of General Studies, must complete eighteen general education credits and a computer and information literacy requirement within the following areas: Communication; Analysis and Critical Thinking; Humanities, Social Science, Leadership and Ethics; and Computer and Information Literacy.

Certificates
Students who earn a certificate that requires 30 credit hours or more must complete six credit hours’ worth of general education credit. These six credit hours must include coursework in both Communication and Analysis and Critical Thinking. Certificates that consist of less than 30 credit hours of

\textsuperscript{11} RG 3117/A General Education
\textsuperscript{12} SPG 3117 General Education
\textsuperscript{13} AGEC
credit do not require any general education credit.

2. Pima Community College articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. PCC’s program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

PCC has defined the purpose of its general education curriculum in a number of places. For instance, BP 3117 states that the College’s General Education curriculum “demonstrates the College’s vision of an educated person and a commitment to education as a lifelong process.” The same policy specifies the qualities that such an educated person should possess, including “an appreciation and understanding of one’s self, of one’s own history and culture, of the history and culture of the human species, of the principles and history of mathematics, science and technology, and the principles of effective communication.” PCC’s general education curriculum is also meant to cultivate a number of cognitive skills that can be applied in a variety of contexts. These include “comparing; interpreting; observing; summarizing; classifying; suggesting and testing hypotheses; imagining and creating; criticizing and evaluating; designing projects and investigations; identifying assumptions; applying principles in new situations; gathering and organizing data; and coding for certain patterns of thinking, reasoning, problem solving, and decision making.” Finally, the policy also asserts that all of the aforementioned items contribute to the institutional outcomes, learn, communicate, innovate, participate and aspire.

As of April 2014, the General Education Committee has articulated the following outcomes for PCC’s General Education Program:

i. Communication – effectively communicate information, ideas and/or arguments appropriate to the audience and purpose
ii. Critical and creative thinking – identify and investigate problems and develop creative and/or practical solutions by evaluating information and using appropriate methods of reasoning
iii. Quantitative and scientific literacy and analysis – use mathematical and scientific processes, procedures, data, or evidence to solve problems and make effective and ethical decisions
iv. Information literacy – locate, evaluate, and use information from diverse sources such as traditional and digital technologies information in an effective and ethical manner
v. Diverse cultural, historical, and global perspectives – recognize, demonstrate and value the influence of diverse cultural, historical, and global perspectives.

14 BP 3117 General Education

Criterion 3: 6
To achieve these aims, students take courses in a number of different disciplines. All transfer degrees that participate in the AGEC program require students to complete classes in English Composition, Mathematics, Arts and Humanities, Social and Behavioral Sciences, Physical and Biological Sciences, and Options. For the options component, students choose up to six hours from the following areas: Oral Communication, Computer Science, Critical Thinking, Logic, Mathematics or Science, Second Language, International and Multicultural Studies, Humanities and Fine Arts (up to 3 credits), Social and Behavioral Sciences (up to 3 credits). Within these areas of concentration students must also take courses that foster awareness of issues related to gender, race and ethnicity, usually designated as the “cultural” or c awareness area and courses that emphasize global/ international awareness or historical awareness.

Students who earn an Associate’s degree intended for direct employment accomplish the College’s General Education goals by taking a set of courses distributed across the following areas: Communication, Analysis and Critical Thinking, Humanities, Social Science, Leadership and Ethics, and Computer and Information Literacy.15

- The communication component aims to cultivate both written and oral communication skills that are critical to employment success. In particular, the communication component seeks to enhance a student’s ability to think analytically, make sound rhetorical decisions based upon the audience addressed and follow the established conventions of workplace communication.

- The Analysis and Critical Thinking component provides students with skills required for sound individual and group decision making that occurs in the contemporary workplace. The component comprises three different categories: a mathematics category, a science category, and a critical thinking category. The mathematics category introduces students to elements of mathematics drawn from algebra, geometry and trigonometry. The scientific component familiarizes students with the scientific method and asks them to apply it in a variety of contexts. The critical thinking category requires students to take classes that emphasize the “intellectually disciplined process of actively and skillfully thinking to achieve success in academic study, employment, and personal life.”

- The Humanities, Social Science, Leadership and Ethics component prepares the student for the multicultural, business community in which they will eventually work.

- The Computer and Information Literacy requirement seeks to provide students with the basic computer and information literacy skills that they will need to function in today’s information economy.

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15 Occupational Degrees Gen. Ed. Requirements and Objectives see electronic archive
Students who earn a certificate with more than thirty credit hours must complete six hours of General Education Credit with three of those credits fulfilling a communication requirement and another three fulfilling the critical thinking requirement.

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

In articulating its new General Education outcomes, PCC has laid the foundation for a curriculum that will serve students throughout their lives by providing them with a set of mobile skills that they can use in a variety of situations. Among the new General Education outcomes, the information literacy component explicitly focuses on cultivating skills that will help students become proficient at gathering and evaluating the usefulness of existing information. Furthermore, the ability to gather certain types of primary information is implicit in both the critical and creative thinking and the quantitative and scientific literacy components. The critical and creative thinking outcome aims to provide students with general reasoning skills that they can apply to a variety of practical and creative ways and the quantitative and scientific literacy and analysis provides students with quantitative and experimental skills that are the hallmark of the scientific method. The acquisition of these reasoning skills will help students become adept at analyzing information. The communication component assures that students will learn the principles of rhetorical analysis and hence be able to choose the best methods for addressing particular audiences and effectively present their ideas to others. Finally, the diverse, cultural, historical, and global perspectives outcome strives to cultivate an openness to and understanding of the world’s many cultures that will allow students to negotiate an increasingly interconnected world.

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

The education offered by Pima Community College recognizes human and cultural diversity of the world in which students live and work in a variety of ways. Principal among these is the College’s General Education program. The AGEC, Arizona General Education Curriculum, requires students to complete three credit hours’ worth of courses that meet the requirements of both the Multicultural and
International Studies criteria. Courses that have received either of these designations “must focus on the interrelationships and/or interdependence of cultures in an international or native community or be an in-depth study of one or more foreign or native cultures.” Their “subject matter must be of modern times, reflecting a twentieth century perspective.” In addition to having this particular focus, courses with the concentration must articulate with Arizona’s three universities and fulfill their “global, international, race, gender, class, and/or ethnicity requirements.” 16

Students seeking an Associate’s of Applied Arts, Sciences or Business are exposed to issues of multiculturalism and diversity in General Education coursework in the Humanities and Fine Arts and Social and Behavioral Sciences category. They gain further exposure to these ideas through coursework taken from the Leadership and Ethics category, all of which must meet the requirements of the multicultural requirement.

In addition to requiring all students who complete the General Education sequence to take courses that focus on multiculturalism and issues of diversity, PCC also offers courses that adopt an interdisciplinary perspective to examine questions clearly linked to issues of multiculturalism and diversity and others in foreign languages that introduce students to non-English speaking cultures.

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16 Gen. Ed. Criteria Study Areas see electronic archive
5. PCC’s faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution’s mission.

As a community college, PCC’s mission focuses primarily on education. Nonetheless, many faculty contribute original scholarship within their fields and the College both supports and celebrates their scholarly efforts. For many years now, the Provost’s Office has sponsored the Faculty Speakers’ Series which provides a venue for faculty members to share their research with both their colleagues and members of the community. In addition to the Speakers’ Series, the College also supports events that allow instructors to share pedagogically focused research. These events include the Teaching Strategies Workshop that occurs in August of each year and the Professional Development Day sponsored by the Provost’s office and organized by the Writing CDAC.

PCC’s students can enrich their educational experience through a variety of research opportunities.

- The College publishes *Sandscript*, an annual literary magazine that features poetry, prose and visual art created by anyone associated with Pima Community College. The magazine is staffed entirely by PCC students who work with a faculty advisor.
- Along with the other chapters of the international honor society for two-year colleges, Phi Theta Kappa, PCC’s Alpha Beta Chi Chapter, participates in the Honors in Action Project. According to Phi Theta Kappa, the aims of the Honors in Action project are twofold: it “foster[s] a stimulating environment for intellectual growth and challenge,” and it “create[s] opportunities for leadership and learning as leaders through service and advocacy.” The Honors in Action Project achieves these aims by asking students to conduct research on a specific topic that they can translate into a project that furthers the public good in some way.
- At the Northwest Campus, PCC students participate in Project Ascend! ASCEND is part of the federally mandated NASA Space Grant.

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17 Faculty Speakers’ Series
18 Faculty Speakers’ Series Poster
19 PTK Website Honors in Action
20 Project Ascend!
C. PCC has the faculty and staff needed for effective, high-quality programs and student services.

1. Pima Community College has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

SPG 4201/BB outlines the faculty hiring process that occurs after “FTE allocations are determined,” but the process for allocating FTEs is nowhere clearly codified. Despite the fact that no clearly articulated allocation exists, the College has followed a procedure whereby Campus Presidents work with Academic Deans and Vice Presidents of Instruction to identify and prioritize instructional needs. The Campus Presidents forward their requests to the Chancellor who decides which campuses will be granted their requests to hire faculty. This informal process has produced a relatively stable number of faculty over the past several years. Currently, PCC has a student to faculty ratio of 27 to 1, a figure which places the College at the high end when compared with its peer institutions.

2. All of PCC’s instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.
Instructor Certification

Board Policy 3001 mandates that all College faculty be certified in accordance with the criteria established by the North Central Association of Colleges and Schools Commission on Institutions of Higher Learning Handbook of Accreditation. As RG-3001 AA indicates, the responsibility for certifying Arizona’s Community College faculty fell to the individual districts when the Arizona State Board of Community Colleges was divested of its power to do so. Current faculty may be certified in one of two ways. Full-time faculty who were employed by the College prior to July 1, 2007 and who possess either an Arizona Community College regular teaching certificate issued prior to July 1, 2002 or a Pima Community College Faculty Standards Teaching Award issued between July 1, 2002 and June 30, 2007 are eligible to teach at PCC. Those hired on or after July 1, 2007 must meet the minimum Pima Standards or be approved for a limited exemption to teach at the College.

The current method of faculty certification is based on the type of courses that will be taught and classifies these courses using a three category scheme. The types of courses are Academic (Transfer), Developmental, and Occupational. All instructors teaching academic courses must have attained an educational credential a step above that which courses within the category lead. Thus, to teach Academic (Transfer) courses, an instructor typically will hold a master’s degree or have completed a number of credit hours equivalent to a master’s. Instructors teaching developmental courses must have completed a minimum of a bachelor’s degree, and occupational courses must have attained a bachelor’s degree or completed coursework and work experience equivalent to a bachelor’s degree.

PCC’s certification process allows for limited exemptions to these standards for people who have not completed the requisite number of graduate credit hours, but who are nonetheless nationally or regionally recognized experts in their fields or in teaching fields that have proven difficult to staff. Such special exemptions require the approval of the Provost and Executive Vice Chancellor for Academic Services, the Department Chair, Discipline Standards Faculty, Vice President of Instruction and Campus President from the campus where the faculty will be teaching. Faculty are subject to the same certification standards regardless of how or where the courses are offered.

As part of their duties, CDACs also determine which degrees in which fields are acceptable preparation for teaching courses within their discipline. CDACs also elect a Discipline Standards Faculty who is responsible for a performing a number of administrative functions related to faculty certification. These include making changes to the certification process, evaluating transcripts for the faculty certification

21 Faculty Certification
process and signing off on limited exemption applications.

3. PCC’s instructors are evaluated regularly in accordance with established institutional policies and procedures.

All full-time and part-time instructors are regularly evaluated by their students using college-wide, nationally accepted student evaluations. Instructors who teach through workforce development are evaluated using student evaluations developed from the college model and in consideration of best practices for that program. Non-credit instructors are evaluated annually by program managers.

The principal venue for faculty evaluation is the Annual Collegial Conference. In the Collegial Conference, faculty and their supervising administrators review the progress, challenges and accomplishments of the preceding twelve months, review student feedback received in teacher course evaluations, develop a plan for the coming year, and collaborate on professional enrichment goals. Collegial Conferences must be scheduled three weeks prior to the actual date of the conference to allow the faculty member sufficient time to perform a self-evaluation and compile the appropriate supporting documentation. In addition to the required self-evaluation, faculty may also participate in peer review. In the event that faculty members need to improve their performance in particular areas, both they and their supervising administrator will collaboratively develop a Performance Improvement Plan using the Corrective Action Procedure outlined in the Personnel Policy Statement for College Employees.

4. Pima Community College has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Pima Community College has committed to support the professional development of its faculty and has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles. There are several modes of professional development for full and part-time faculty and ongoing review to expand opportunities for part-time instructors.

**Faculty Orientation**

Prior to beginning their first year as full-time faculty, newly hired instructors participate in the Faculty Learning Academy that is overseen by the Office of the Provost and Executive Vice Chancellor for Academic Services. In the Academy, newly hired faculty are provided with the tools they need to orient themselves within the institution. The Academy introduces newly hired faculty to the College’s history and mission and familiarizes them with the populations it serves. It also acquaints them with the key documents that set expectations for professional and ethical behavior, acquaints them with the

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22 Faculty Success Program
23 BP-4004 Employee Development
24 Faculty Learning Academy
College’s communication avenues and alerts them to Professional Development opportunities available to them.

Adjunct faculty orientation is provided in person at each campus in both August and January and online throughout the year. The learning objectives for the adjunct faculty orientation are the same as those for the Faculty Learning Academy with additional outcomes related to learning assessment, classroom management and technology in the classroom.25

**Faculty and Campus Enrichment Funds**

Along with the Collegial Conference, the Faculty Success Program also provides all full-time faculty members with $1,000 per year in funding for professional development activities.26 Faculty may use these funds to pay for a variety of professional activities including coursework, memberships in professional organizations and costs associated with presenting at regional or national conferences. If faculty members do not use all of their funds within a particular year, those monies will roll over to the next for a maximum accrual of 3,000 dollars. Upon reaching the accrual limit, the money is then diverted to a Campus Enrichment Fund Account and is made available to other faculty members at that campus who may then apply to use those funds to supplement their own Enrichment Funds or for activities meant to benefit the entire campus.27

In addition to providing both Faculty and Campus Enrichment funds, the College also supports its faculty’s professional development by allocating money for hiring substitutes to cover classes that a faculty member may miss while attending or presenting at a regional or national conference.28

**Faculty Sabbatical Program**

PCC supports the professional development of its faculty through a Faculty Sabbatical Program for which faculty become eligible after having completed their fifth year of service for the College as full-time faculty.29 The sabbatical program provides faculty members employed under an academic year contract with either a one or two semester release from teaching or a six to twelve month for those who work on a fiscal year contract. Sabbatical proposals are evaluated using a set of criteria that emphasize the benefits to “students, Faculty members, the College and by extension the community.” Upon completion of the sabbatical, faculty members share the results of their project with an appropriate College audience.

**Faculty Exchange Program**

PCC faculty may participate in the Faculty Exchange Program that allows faculty members to swap jobs with another faculty member from another institution of higher education.30 The Faculty Exchange

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25 [Adjunct Faculty Orientation](#)
26 [Professional Development](#)
27 [Campus Enrichment Funds](#)
28 [Faculty Success Program](#)
29 [Faculty Sabbatical Program](#)
30 [Faculty Exchange Program](#)
Program benefits both the individual faculty member in that it allows her to grow professionally “while experiencing the environment of another institution” and it provides PCC with the benefits that accrue from having “Faculty from another institution serve within the College.”

**Step Progression Plan**

Faculty are provided with a financial incentive for furthering their professional development through the Step Progression Plan. Participating faculty collaborate with their supervising administrator in the fall semester in submitting a Step Progression Plan that identifies activities that will contribute to their professional growth in four areas: Professional Development; Student Success Activity; Service to Department, Program, CDAC; and Service to Campus College. In March, the Faculty member resubmits the Step Progression Plan with evidence that the activities have been completed. If the plan and the activities are approved and if funds are available, the faculty will receive a pay increase to the next step within the appropriate salary schedule.31

5. PCC’s Instructors are accessible for student inquiry.

Each full-time faculty is assigned an office, given an official PCC email address and telephone number so that students may use to contact them. This information is included on syllabi and is available through the online directory. All campuses provide resources/spaces for adjunct faculty to meet with students.

Full-time faculty are required by policy to maintain office hours and availability to students. Full-time faculty submit a load form at the beginning of each semester where times for office hours are recorded. Supervising Administrators are required to review and approve office hour schedules.32 For every 3 load hours of instruction, a faculty member must have 16 hours of office hours. This equates to five office hours per week for Faculty members teaching a standard 15-hour load during a 16-week semester. All full-time faculty members may schedule up to 20% of their load hours to be on-line office hours while those who teach online or hybrid classes may conduct up to 80% of their office hours electronically.33 Faculty who elect to conduct a portion of their office hours online must respond to student emails within twenty-four hours of receiving them. Faculty teaching online classes are required by policy to respond to student emails once per day during the workweek.34

Adjunct faculty are enjoined to make themselves available to students at times outside of class meetings.35 Adjunct faculty disclose their availability via individual class syllabi which are read and approved by department chairs and lead faculty.36

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31 Step Progression Plan
32 Faculty Personnel Policy Statement, 2013-14, Appendix C
33 (Faculty Personnel Policy Statement, 2013-14, Article Ila(3), (FPPS, Article II, B 5k)
34 (Adjunct Faculty Terms and Conditions contract. (Adjunct Faculty Guidebook, 2013-14, p.11)
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Pima Community College maintains a variety of policies and procedures that ensure that all staff, including those who provide student support services, are appropriately qualified and trained for the jobs they perform and are provided with professional development that ensures their continued growth.

**Academic Support Staff**

Most employees who provide academic support are classified as Staff and their positions are defined using the Decision Band Method of Job Classification. The Decision Band Method “focuses on the work performed and the decision making required, not the attributes of the incumbent. The process focuses on the duties and class responsibilities, supervisory responsibilities, and difficulty and complexity of typical duties, including essential skills, knowledge required to perform the job, consequences of error, and other related factors. Classification also reflects “meaningful differences in the level of work within in each occupational group.” The job classification includes a class summary, a description of typical class duties, position specific duties, training and experience, licensing and certification requirements, required knowledge and skills and the physical requirements.

After these job classifications have been initially defined, they are subject to a cyclical review that evaluates how the demands of the job might have evolved since the last review. The review process is conducted by the Vice Chancellor for Human Resources who solicits input from employees, supervisors and the Executive Vice Chancellor within whose purview the classification falls. Two Standard Practice Guides, SPG 1502/BA Cyclical Review of Job Classification and 1502/BB Individual Position Review help ensure that job classifications and individual positions remain current.373839

After positions have been filled through a competitive process, newly hired employees are required to attend a two-day orientation that introduces new to them the fundamentals of the College’s database system and gets them established with the pertinent Human Resources documents. After completing the two-day orientation, employees next participate in one of three foundation workshops in the series of essential learning: Academy of Administrative Management, Faculty Learning Academy, Those Who Manage Others and Staff. Administrators and staff directors complete their essential topics over the course of 18-24 months while regular staff complete theirs during their first year of employment.40 After completing the required orientation, employees may avail themselves of the many opportunities offered by the Office of Professional Development that provides learning opportunities through online and face-to-face workshops.41

Finally, like faculty, both exempt and non-exempt staff may apply for and receive up to 2,000 dollars per year of professional development funds that may be used to defray the costs of gaining formal education and attending conferences workshops and seminars.

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37 [SPG-1502 BA](#)
38 [SPG 1502 BB](#)
39 [Cyclical Review of Job Classifications](#)
40 [New Employee Orientations](#)
41 [Organizational and Professional Development](#)

Criterion 3: 16
Academic Support Faculty

Some non-instructional faculty, librarians and counselors, provide student support services. As faculty, they are eligible for all of the training and professional development activities described in 3.C.4.

Tutors

At Pima Community College, tutors are classified as temporary, part-time employees and thus fall outside of the classification system described above and are not eligible for the professional development opportunities available to full time regular employees. Nevertheless, PCC ensures that employees providing this key academic service are qualified, trained and receive opportunities for advancing their professional development.

To work as tutors, applicants must demonstrate “Proven classroom excellence” by having earned a grade of A in the academic subjects they will tutor. As part of their application materials, potential tutors must submit a copy of their transcripts and a letter from an appropriate instructor that attests to their abilities within the subject. Once hired, tutors participate in CRLA training and are expected to complete level 1 within their first year of employment. Tutors are also able to grow professionally by participating in tutoring workshops that are offered throughout the semester by Learning Center Coordinators. Area Specific Tutor professional development is provided by Subject Area Experts. Fall Workshops for tutors are delivered by SME on campus (East). Area specific Tutor professional development is provided through college-wide programs. Tutoring services are also provided via contract. All contracted personnel must meet high standards to serve as online tutors. BrainFuse provides On-line tutoring for D2L (on-line) classes.

D. Pima Community College provides support for student learning and effective teaching.

1. PCC provides student support services suited to the needs of its student populations.

Pima Community College serves a broad range of students and works to provide the sorts of support services that are likely to help those students succeed.

Tutoring

For students who may need extra help in their classes, PCC provides free tutoring at each of its campuses. Each tutoring center employs tutors in a variety of disciplines, particularly those in high demand areas like math, reading and writing.

Student Success Classes


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42 Tutor Qualifications
43 Brain Fuse
44 Tutoring
PCC offers a broad range of Student Success Courses that help students cultivate the soft skills that they need to succeed in both college and the professional world.\(^45\) The courses focus on a broad range of topics, from note taking, to personal finance to making career choices suited to a person’s values and interests, to stress management for wellness. STU course are taught by faculty counselors or adjuncts with a background in counseling. The Student Success Program also offers abbreviated versions of these courses in workshop form.

**Counseling**

PCC employs a number of faculty counselors.\(^46\) These faculty counselors are available to help students with career planning, cultivate good college success skills and provide support and guidance to those who are facing significant personal challenges.

**Disabled Student Resources**

Each of PCC’s campuses houses a Disabled Student Resources Center.\(^47\) These centers help create an accessible learning environment by providing qualified students with one-on-one advising, by helping to formulate accommodation plans, and by providing a number of support services including help finding notetakers, sign-language interpreters and assistive technology.

**Pima Veterans Center**

The Pima Community College Veterans Center is located at the Downtown Campus and welcomes all PCC students who are veterans, whether or not they have applied for veterans benefits. The Veterans Center staff is available to help veterans with veterans’ benefits and learn about PCC services and access to other resources.\(^48\)

2. PCC provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering student to courses and programs which the students are adequately prepared. Pima Community College provides learning support to students through a variety of systems and programs that work directly with students by providing small group and individual instruction.

3. PCC provides academic advising suited to its programs and the needs of its students.

   In accordance with BP-3122 Academic Advising, PCC provides a variety of both online and in-person services intended to help students successfully achieve their educational goals.\(^49\)

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\(^{45}\) [STU-Student Success Courses](#)

\(^{46}\) [Counseling](#)

\(^{47}\) [Disabled Student Resources](#)

\(^{48}\) [Veterans Center](#)

\(^{49}\) [BP 3122 Academic Advising](#)
Getting Started

For students who are taking the first steps in their college career, PCC offers a ‘New Students’ menu on its homepage. From this page, they can discover what PCC has to offer different populations, gain important information about the admissions process, learn how to take assessments, and obtain a PCC Student ID Card. From the same page, prospective students can also explore the different academic options that PCC has to offer and decide which is right for them.

Once they have been admitted and taken their assessments, students are encouraged to participate in one of the many New Student Orientations the College offers. These orientations are offered both online and in person and help the new college student succeed in their first year by easing their transition into the college environment and acquainting them with the many services that PCC offers.

Continuing Students

In addition to providing services tailored to the needs of beginning students, PCC also provides a host of services geared to others who are in the middle or nearing the end of their college careers. For these students, PCC maintains a “Current Students” web page that features links that help keep them on track toward completion and attend to the various details of their semester schedule. For those who are nearing completion, the website provides information about transferring to a four-year institution or landing an internship or job. Finally, the page also includes links to a website detailing the application process and key deadlines for graduation.

Costs and Financial Aid

On the PCC homepage, students will find a link to the “Paying for School” website. This page lists the costs of attendance and important payment deadlines for each semester and refers to different options that students may use when paying their bill. On the same page, students will also find links to a page that provides extensive financial aid advising. Financial aid advising clearly and comprehensively reviews students’ eligibility for financial assistance and assists them in understanding debt and its consequences. The “2013-2014 Online Financial Aid Orientation” outlines the FAFSA process. The Help Sessions and Orientations Website Offers dates for drop-in FAFSA help. The 2013-2014 Online Financial Aid Orientation Outlines the loan process, the difference between subsidized and unsubsidized loans and the cost of repayment of a student loan and helps students in their understanding of debt and its consequences.

In addition to these online offerings, students may also take advantage of in-person advising offered at the student services centers located at each of PCC’s six different campuses.

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50 New Students Website
51 New Student Orientation
52 Student Success Interactive Modules
53 Current Students
54 Paying for School
55 2013-2014 Online Financial Aid Orientation
56 Help Sessions and Orientations Website
4. PCC provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution’s offerings).

PCC creates learning environments and provides learning resources of several types in order to accommodate differing learning styles and program needs. In addition to site-built campuses with traditional classrooms, there are online classes and services, laboratories for the sciences and health sciences, workshops for occupational programs, libraries and computer commons, and off-campus locations for clinicals in the health sciences and nursing programs. The College also provides various services which contribute to the learning environment, including health clinics, student services areas, and orientations, workshops and personal development courses.

The five brick-and-mortar campuses provide ample classroom space for traditional face-to-face classes. Most classrooms are equipped with current technology, such as SmartBoards and WiFi access, that enhances the learning experience, as well as appropriate seating and desk areas. Some classrooms are equipped for special uses, such as computerized rooms in which each student has a computer work station, performance practice spaces, and adaptable work surfaces. Each campus also has a computer commons equipped with PC’s, printers, and software for student use, as well as testing centers that offer assessment tests by COMPASS for core course placement (reading, writing, and mathematics), challenge exams, and CLEP testing (Northwest Campus and Davis-Monthan). Most areas of the campuses (both interior and exterior) have broadband WiFi access for laptops and netbooks. All physical spaces of the campuses are regularly maintained by the Facilities department to ensure that they are comfortable and safe environments.

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

Pima Community College employs a combination of library and student services, in conjunction with credit curriculum, to assist students with developing their research skills.

To fulfill their general education requirements, students pursuing transfer degrees or an AGEC certificate must take two courses in English Composition: WRT 101 and WRT 102, both of which require students to collect and integrate the work of others into their own and practice responsible citation techniques.

In addition to the knowledge gained from their general education requirements, students are also offered guidance by the College’s librarians who play a key role in helping them become savvy consumers of information. In part, the librarians accomplish this end through in-person instruction. Librarians will often present in academic classes, where they may introduce students to the services the library provides, deliver bibliographic instruction or offer guidance in the use of specific library
databases. In addition to these guest lectures, some of the College’s libraries also make themselves available to students during open lab periods. During these times, a floating librarian is available to help students with papers and research projects.

These in-person services are supplemented by a robust library web page that offers a host of information literacy resources. Some of these resources are quite broad in their scope and address topics such as “How to Write a Research Paper.” Others, such as the LibGuides are tailored to specific courses and are developed by faculty and librarians to address the specific research tasks students will be asked to complete in particular classes.

E. PCC fulfills the claims it makes for an enriched educational environment.

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

PCC provides a number of co-curricular activities that provide students with an opportunity to practice leadership skills, share knowledge of common interests, contribute to College development through a variety of activities, support members in remaining focused on educational goals, and promote a spirit of lifelong community volunteerism.” To achieve these ends, students may choose from a broad range of options.

- They may become involved in student government where they can “share concerns, and learn about the various student activities that support student learning and leadership outside of the classroom.”
- They can participate in the Pima Leadership Institute that “provides students with diverse perspectives, service learning experiences, and an opportunity to develop integrity and excellence in their pursuits as leaders.”
- They can join one the many student clubs at five campuses that cater to a wide variety of student interests “including culture, wellness, personal interests, careers, religion and more.”
- They may also work on one of PCC’s two student publications: The Aztec Press, a student run newspaper or the College’s student literary magazine, Sandscript.
- For those students interested in the performing arts, PCC provides a number of opportunities to participate as either a spectator or performer.
- PCC is home to the Alpha Beta Chi chapter of Phi Theta Kappa, the honor society for two-year colleges.
- Students may also take their first steps toward becoming a commissioned officer in the military by joining Army ROTC.

In addition to these many clubs, PCC also sponsors sixteen intercollegiate sports teams for men and women that seek to reinforce the attitudes, values and overall mission of the College: to promote
lifelong learning, integrity, leadership, tolerance, good citizenship, diversity, and academic excellence in
concert with developing the student-athlete's physical skills and abilities.”

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

Pima Community College demonstrates contributions to its students’ educational experience through the following:

- **Economic Development**
  - Pima maintains multiple workforce development partnerships with business and industry.  
  - Career Services maintains a list of organizations that provide internships and externships.
  - The Pima County One Stop Center partners with Pima Community College to support students in workforce training programs.
  - College administrators are members of the Tucson Chamber of Commerce, Hispanic Chamber of Commerce and Black Chamber of Commerce.

- **Clinical Service**
  - The Nursing Program contracts with healthcare organizations to provide clinical training at every major hospital and health center in the College’s service area.
  - The Pathways to Healthcare Program trains low-income eligible students for careers in high-demand healthcare fields. The program is funded by a Health Profession Opportunity Grant (HPOG) from the U.S. Department of Health and Human Services.

**Evaluation Summary**

**Strengths**
- Through its participation in AZ Transfer and the Articulation Task Force, PCC’s transfer curriculum remains current and readily transferable to four-year institutions.

**Challenges**
- PCC has not codified its processes for allocating full-time faculty positions. A process should be formulated that is based upon enrollment, strategic goals and mission.

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62 Athletics
63 BP-1601 Athletic Mission and Principles
64 Business and Industry
65 Careers and Internships
66 Pima County One Stop

Criterion 3: 22
• The number of PCC’s library staff remains low as compared with industry best practices and peer institutions.
Criterion 4. Teaching and Learning:

Evaluation and Improvement
Criterion 4.A
Pima Community College demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Introduction

Pima Community College's mission, “to develop our community through learning”; vision, “provide access to learning without the limits of time, place, or distance”; and values, “accountability, diversity, innovation, integrity, people, and quality” are what drive our commitment to meet the educational needs of our community. PCC recognizes the importance of providing high-quality educational experiences for all students, as well as evaluative processes that promote improvement of the educational environment. As will be discussed in this chapter, PCC maintains, and constantly strives to improve, structures and processes that ensure a high-quality education. The College is committed to maintaining high standards through (1) a robust Program Review process; (2) control over curriculum and faculty qualifications, inclusive of all modalities and locations; (3) a steady focus on the improvement of teaching, learning, and student achievement through the Student Learning Outcomes (SLO) process; and (4) actions taken to improve student success prompted by data on students’ retention, persistence, and completion rates.

4. A. 1. PCC maintains a practice of regular program reviews.

Pima demonstrates responsibility for the quality of its educational programs through the Program Review Process.1 Program Review is a formal process for improving programs, student learning outcomes, and the quality and viability of academic units. This process also is vital for allocating resources, aligning goals and objectives with the College Plan, and ensuring compliance with accreditation criteria.

Program Review Self-Study Process

Programs and disciplines participate in Program Review every 3-5 years.2 The semester-long process is led by a workgroup comprised of faculty representatives from each campus and the Student Learning Outcomes Discipline Leader (DL). To begin the process, the workgroup is provided with a data dashboard that includes standardized program-related data, including the following information:

- student profile and enrollment
- grade distribution
- faculty-to-student ratios
- instructional modalities
- budget and FTSE
- number of certificates and degrees awarded

The workgroup analyzes information from the data dashboard to understand trends, especially in student outcomes. They conduct a comprehensive review of curriculum and instruction, student outcomes, and resources. Occupational education programs have the additional task of reviewing labor market information and forming an external advisory committee to provide feedback.

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1 SPG 3105-DA: Program Review
2 Program Review Cycle Chart
Using a SWOT Analysis form, the workgroup identifies strengths, weaknesses, opportunities, and threats. This step is one of the most important features of Program Review: Conclusions drawn from the SWOT Analysis establish guidelines for program improvement.

After all findings have been presented to the academic unit, the workgroup creates an Action Plan, which outlines actions needed to accomplish one of the following: (1) maintain and improve enrollment, (2) increase the responsiveness of the program, (3) improve student outcomes, and, if applicable, (4) improve productivity. Each action must be justified by assessment data, enrollment, TracDat information, and/or external requirements.

When the Action Plan has been approved by the respective academic unit, the workgroup prepares a report and submits the Action Plan for assessment by a team of administrators. After incorporating changes suggested by administrators, the final Action Plan is submitted to the CDAC’s Administrative Co-Chair and the Program Services Office for further review. After their approval, the final report, including the Action Plan, is submitted to the Vice Provost and Provost for signature. For disciplines, there is currently no mechanism in place to follow up on Action Plans other than scheduled Program Reviews. Intermittent assessment might increase the effectiveness of this process.

4.A.2 PCC evaluates all credits it transcripts, including what it awards for experiential learning or other forms of prior learning; and

4.A.3 PCC has policies that ensure the quality of the credit it accepts for transfer.

Transferring Credits to PCC

The College evaluates all credit it transcripts from other institutions to ensure validity and quality. For in-state transcripts, evaluators consult the College-built articulation tables and the statewide Course Equivalency Guide. For out-of-state transcripts, evaluators research the previous institution’s general education requirements and course descriptions to determine whether there is an equivalent course at the College. Evaluators also use College Source and AZtransfer as key sources in investigating accreditation, equivalencies, and transferability for both in-state and out-of-state coursework.

Other standards of acceptance:

- Technical and Health-related courses are only transferred upon departmental review and approval.
- Upper-level undergraduate courses are not typically accepted; however, students can request the evaluation on a case-by-case basis.

Criterion 4: 3
• Coursework listed on foreign transcripts will only be evaluated when accompanied by an evaluation form from an NACES-approved evaluation service.
• Military credit is transferred according to recommendations of the American Council on Education (ACE).
• Professional training is transferred according to the ACE recommendations.

Prior Learning

Students have the opportunity to earn and record credit for prior learning of several types after appropriate review:

• National standardized tests such as College-Level Examination Program (CLEP) and Advanced Placement (AP) tests
• Department challenge/proficiency tests
• Prior learning from military experience
• Professional training
• Portfolio evaluation
• International Baccalaureate (IB) scores: International students can access information on the PCC website.
• Secondary school occupational course articulation

Initiating Credit Evaluation

The PCC catalog informs students that the College may accept transfer credits from an accredited college or university for courses completed with a grade of C, its equal, or better. To initiate credit evaluation, students must (1) be admitted to the College, (2) submit official transcripts of all institutions from which they want to transfer credit, and (3) submit a written request for evaluation of such credits. Students have access to all instructions and forms, including an appeal form, on the College website.

Maximum Allowable Prior Learning Credit

Assumed Practice B1g was identified as a red zone because the College’s policy and practices regarding awarding credit for prior learning were inconsistent and deficient. The institution did not have a policy on the maximum allowable credit for prior learning as a reasonable proportion of the credits required to complete the student’s program. The institution did not have a clear and consistent policy regarding the types of prior learning assessment allowed to be considered for credit.

The College’s Director of Admission and Registrar was assigned to lead a Fast Action Team to correct these deficiencies. A team consisting of a cross-representation of faculty, staff, and administrators was assembled and a series of meetings held. Benchmarking was conducted and best practices were reviewed.

10 SPG-3101-AA: Assessment of Prior Learning
11 SPG 3111/AA Transcript Evaluation Standards
12 International Student Instructions
13 SPG 3101/BA Secondary School Occupational Course Articulation
14 “Transfer of Credits into PCC and Credit by Examination” PCC’s 2013-2014 College Catalog, pages 26-31
15 Transfer Student Instructions

Criterion 4: 4
The Assessment of Prior Learning Standard Practice Guide (SPG 3101-AA) was revised and a draft is available on the College website. The 2014-2015 Catalog and Fall 2014 Schedule of classes have been updated to include language consistent with the draft SPG.

The Evaluation Process

PCC recently has added staff members to expedite the evaluation process. Six Student Services Specialists spend approximately 40% of their time working on evaluations. There are also 9 trained traveling Student Services Advanced Specialists and a dedicated Assistant Registrar responsible for oversight. The distribution of duties and addition of staff members has brought the waiting time down to 8 weeks as of April 2014. In fact, many transcripts are completed in far fewer 8 weeks, some even within 24 hours of receipt. Staff members continue to fine-tune this process and expect the wait time to decrease even further.

The Appeal Process

Using the current appeal process, it is possible for an evaluator to be assigned to review an appeal of his/her own decision. The results of the review are shared with a supervisor, or the Director of Curriculum, and/or the appropriate CDAC. The team that is developing a new transfer articulation training program is reviewing this appeal process. The team is in agreement that the original evaluator should not evaluate the appeal. To find the best solution to this problem, the team has discussed best practices and has begun benchmarking. They expect to finalize a new training program soon, to be offered through professional development.

4.A.4. PCC maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs including dual credit programs. It assures that its dual credit courses or programs for high school are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

Course Prerequisites

Students can find information about prerequisites in the PCC Catalog, 2013-2014, p. 31. The PCC Course Content Form for each course lists prerequisites and is publicly accessible from the class schedule in Banner (the Student Enterprise System used for student registration). General information is also available on the College website.

The faculty exercises authority over prerequisites. While individual instructors generally are responsible for enforcement, some disciplines use a special “advisor hold” in Banner, and some use a special
admissions process. At the request of faculty, the College has instituted Banner-enforced prerequisites for math and writing courses.

Out of concern over lack of success among students who take courses without fulfilling the prerequisites, the Faculty Senate recently formed a committee to explore mandatory enforcement of all prerequisites by Banner. This committee is completing the process of benchmarking and has begun laying plans for a gradual roll-out of automatic enforcement.

Rigor of Courses / Expectations for Courses
Two entities evaluate the rigor of each course: the College Curriculum Council\(^{21} \) and the relevant College Discipline Area Committee (CDAC), comprised of full-time faculty in the course’s discipline. All new courses are required to be “educationally sound and appropriate to be offered for community college students.”\(^{23} \)

Previously, student learning outcomes were not included in the curriculum development process, though some faculty members included them in course syllabi. As of the 2013-2014 academic year, student learning outcomes are required for all course updates and new courses.

PCC Course Forms, available in the online class schedule, contain course descriptions and expectations for student learning (student learning objectives). According to the Faculty Personnel Policy Statement, adjunct and full-time faculty bear responsibility for collection and analysis of data related to student learning. This responsibility is confirmed in adjunct and full-time faculty contracts. College Discipline Area Committees (CDACs) meet a minimum of once a semester to ensure consistent assessment of student learning outcomes for all campuses.

Access to Learning Resources
Current students can access information about learning resources on the College website.\(^{24} \) In addition to the campus-based resources listed, online resources are available, including Contact a Librarian,\(^{25} \) Contact an Advisor,\(^{26} \) PimaChat,\(^{27} \) and DSR Services.\(^{28} \) The College has contracted with Brain Fuse, an online tutoring service to provide online tutoring for math and writing students. Student Services and the Distance Learning Taskforce are working to improve the depth of services offered to online students.\(^{29} \)

Faculty Qualifications
The College has clearly outlined the faculty hiring and qualification standards, including limited exemption certifications. Standards are consistent with Arizona state statutes, rules, and regulations. Standards are upheld by the Provost’s Office, Administration, and Discipline Standards Faculty.

\(^{21} \) SPG 3106/BC College Curriculum Council
\(^{22} \) SPG-3106-BC: College Curriculum Council — draft of revised SPG
\(^{23} \) Draft Curriculum Procedures Manual
\(^{24} \) Services for Students
\(^{25} \) Contact a Librarian
\(^{26} \) Contact an Advisor
\(^{27} \) PimaChat
\(^{28} \) Disabled Student Services
\(^{29} \) Faculty Senate presentation by Distance Education Task Force, May 2, 2014; View 1:31:24 to 1:32:50

Criterion 4: 6
Dual Credit Programs

PCC offers dual credit in High Schools and on PCC Campuses, as well as through the Joint Technological Education District (JTED). PCC requires that dual credit programs and courses adhere to the same standards as all other College programs and courses. Although the College is lacking a policy related to Dual Credit Programs, practice is guided by an internal document titled, “Dual Enrollment Handbook,” the College Standing Committee on Dual Enrollment, and several state statutes.\(^\text{30}\) Registration processes are outlined for employees on the PCC Intranet.\(^\text{31}\) The College has Board-approved Intergovernmental Agreements (IGAs) with all school districts that ensure PCC maintains oversight of dual enrollment courses. Dual enrollment students are held to the same performance standards using the same assessment methods as regular college students. New instructors receive orientation and are treated as adjunct faculty members.

The Dual Enrollment Handbook is still in draft form, awaiting approval from the new Provost. Currently, there is no centralized position to coordinate dual credit programs. Each campus has a dual credit contact person in place, usually the Advanced Program Manager, who reports to the Vice President of Instruction. Dual credit courses are treated the same in every way as regular courses, and instructors are regarded as adjunct faculty. Faculty Liaisons have responsibility for training dual credit instructors and overseeing their courses; however, in a recent survey, approximately 50% of the faculty members listed as liaisons did not know they had any responsibility for dual credit courses. Therefore, the list needs to be updated, and training needs to be required for faculty liaisons. While oversight of dual credit programs is inconsistent, some faculty liaisons visit classrooms regularly, and some programs/disciplines go far beyond the basic requirements for training and oversight.

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

Several of the College’s occupational/certificate programs have mandatory external accreditations. Other programs are externally accredited by conforming to criteria in areas such as curricula, course content, practices, and graduation and/or exit examination scores; but these programs are without significant oversight. Still other programs are accredited either on a class-by-class basis or by approval of course content and practices. For these last programs, the accrediting agencies typically are state entities, though some trade boards offer optional accreditation as well. And finally, some programs have no accreditation available at this time.\(^\text{32}\)\(^\text{33}\)

\(^{30}\) [Arizona Revised Statutes](https://www.azleg.gov/Laws/): 15-343(13), 15-701.01(G), 15-1444(B)4, 15-1821.01, and 5-1821.01(1)

\(^{31}\) [Dual Credit Programs — Processes](https://pcc.edu/)

\(^{32}\) [List of Accredited Programs](https://www.pcc.edu/)

\(^{33}\) Accredited Programs (Excel file details)
Pima Community College evaluates the success of its graduates through a variety of program reports and documentation. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admissions rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g. Peace Corps and AmeriCorps).

Planning and Institutional Research (PIR) conducts various reports and surveys evaluating the success of PCC’s graduates. One of surveys administered by PIR is the Graduate Exit Survey, which asks several questions pertaining to the following categories: program area and program objectives, college-level learning outcomes, Pima experience, employment, and overall educational experience. The survey is sent out to potential graduates via their college email addresses three weeks before the end of each semester.

PIR also analyzes data on students who transfer from PCC to Arizona’s public universities, with profiles by ethnicity, gender, and age and success rates after 3, 4, 5, and 6 years. Planning and Institutional Research (PIR) has data gathered from various sources about the number of degrees/certificates awarded, as well as re-enrollment in Pima, transfer, and wage earning of graduates.

The College participates in the Articulation Task Force to ensure that transferable courses and transfer degrees/certificates prepare students for their junior and senior years at four-year institutions. Students can find on the College website a list of institutions with which the College has transfer agreements.

PCC assures that graduates will be prepared for employment by staying abreast of developments in local industry, maintaining currency in Program accreditations, and updating programs both informally and through the Program Review process.

The Center for Training and Development reports employment rates of graduates. Generally, when employment rates are available, they are posted on the PCC website using the Gainful Employment

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34 Success of Graduates 2009-2013 (see electronic archive)
35 Transfer Agreements
36 MONTHRPTALL end of year 10.11.xls — Center for Training and Development report
Disclosure form (see, for example, information provided by the Medical Records Technician Program\textsuperscript{37}). However, the College does not have an agreement to receive data from the Department of Economic Security.

Internship openings are listed in MyPima’s MyCareerLink, and the Program Manager for Career Services oversees students participating in internships. The Registrar’s Office has information on participation rates for current students and graduates and produces reports as needed.

4.B. Pima Community College demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

\textbf{4. B. 1. Pima Community College has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.}

PCC has clearly stated goals for student learning for its certificate and degree programs and requires that all faculty members participate in assessment. Some disciplines also have goals for individual courses, although they are not required to do so.

\textbf{College-Wide Outcomes}

For several years, PCC has had a set of college-wide general education learning outcomes – Aspire, Communicate, Innovate, Learn, and Participate – which have associated “sub-outcomes.”\textsuperscript{38} These outcomes do not have assessments; however, disciplines will soon begin to map their program outcomes to these higher-level outcomes.

\textbf{General Education Outcomes}

The College re-established the General Education Committee in 2012. This group has begun articulating the College’s philosophy, values and outcomes for general education. It also has responsibility for developing a new set of General Education outcomes, with which program outcomes will eventually align. A summary of the preliminary outcomes from the Committee’s first report appear below:

- Communication – Students will effectively communicate information, ideas, and/or arguments appropriate to the audience and purpose.
- Critical and Creative Thinking – Students will identify and investigate problems and develop creative and/or practical solutions by evaluating information and using appropriate methods of reasoning.
- Quantitative and Scientific Literacy and Analysis – Students will use mathematical and scientific processes, procedures, data, or evidence to solve problems and make effective and ethical decisions.

\textsuperscript{37} Medical Records Technician Program placement rate
\textsuperscript{38} Previous College-wide Outcomes and Sub-outcomes.docx (see electronic archive)
- Information Literacy – Students will locate, evaluate, and use information from diverse sources such as traditional and digital technologies in an effective and ethical manner.
- Diverse Cultural, Historical, and Global Perspectives – Students will recognize, demonstrate and value the influence of diverse cultural, historical, and global perspectives.

Because it will take time to develop a fully articulated set of general education outcomes and related assessments, Program and Institutional Research (PIR) continues to assess learning in general education courses by administering the ETS® Proficiency Profile Test to a sample of students. This test measures college-level skills in critical thinking, reading, writing and mathematics. PIR has mapped the college-wide outcomes to corresponding ETS Proficiency outcomes. The purpose of this mapping is twofold: First, to give PIR the ability to compare PCC students’ scores to those of students at peer institutions; second, to better understand and, if necessary, adjust college-wide SLO assessments. 39 40

Program-Level Outcomes
The College is working to increase the number of disciplines that participate in the program-level outcome process. In February the Interim Executive Vice Chancellor for Institutional Effectiveness/Provost began a highly concentrated initiative to require all disciplines to develop program-level outcomes for their degrees and certificates. The Vice Chancellor gave the disciplines clear instructions on what to provide and clear due dates for submitting their work.

The memo announcing this initiative also directed the faculty to change the way they view program level outcomes. Previously, they had been working on the assumption that program outcomes are discipline outcomes, rather than outcomes for each degree and certificate. Unfortunately the faculty spent several years moving in a direction that did not produce useful results. We believe that the recently initiated change will yield better results, but it will take additional time. 41

Course-Level Outcomes
PIR and faculty SLO Facilitators (described later under section 4.B.4) provide a conceptual framework to guide faculty members in defining, assessing and using SLOs to change curricula and course content. In addition, PIR has developed procedures and mechanisms for storing outcomes and assessments in an organized manner.  PIR and the Facilitators also develop training for faculty members in the SLO methodology, rubric design, and data collection. 42

4.B.2. Pima Community College assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

SLOs for Curricular Programs
Under the guidance of their respective SLO Discipline Leaders (described later under section 4.B.4),

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39 Spring 2014 ETS Proficiency Profile Administration - Zelema Harris.htm (see electronic archive)
40 Mapping ETS Criteria to PCC’s Institutional-wide Outcomes-1.docx (see electronic archive)
41 Zelema Harris email (see electronic archive)
42 PIR Spring 2014 Training Schedule (see electronic archive)
Faculty members in each discipline define outcomes for their certificate and degree programs and determine the measures they will use for assessment. The Discipline Leaders (DLs) record both the outcomes and their assessments in TracDat, a database the College currently uses for managing SLOs.

Faculty members assess these outcomes using the agreed upon measures and report results to their DLs, who aggregate them by discipline and record them in TracDat. PIR staff and the SLO Facilitators review and analyze the results of assessments. When such action is warranted, Facilitators advise DLs on ways to improve their outcomes, assessments, and interventions.

In order to support the implementation of the SLO process, PIR has taken the following actions:

- Created a training program to help faculty learn to write outcomes and their related assessments;
- Recorded outcomes, their assessments, and the results of these assessments in a database Nuventive’s TracDat;
- Trained faculty in the techniques for properly entering data in TracDat; and
- Reviewed and analyzed the outcome and assessment data.

PCC’s faculty members have improved in their ability to formulate outcomes and assessments. The following table shows several examples of PCC’s high-quality outcomes and assessments.

Table 2: Sample Program Outcomes and Assessment

Criterion 4: 11
Discipline: Writing
Outcome: Conduct research to locate, evaluate, use, and document reliable resources and integrate student ideas with ideas of others and avoid plagiarism.
Assessment: Faculty will assess reports using a rubric that includes the following items:
- Writer uses relevant, credible, timely, academic sources.
- Writer integrates research using quotations, paraphrased statements, and summarized information.
- Writer clearly distinguishes between his ideas and research material.
- Writer explains how research supports report’s central purpose and argument.
- Writer discusses research materials in light of her own ideas.
- In-text citations use correct format and punctuation.
- In-text citations correspond to works cited.
- Works cited entries use correct format.

Discipline: Physics
Outcome: Analyze relationships between forces and motion.
Assessment: Draw a force diagram and find the value of each force acting upon a 50 kg object in an elevator under each of the following conditions:
1. The elevator moves with a constant velocity of +2.0 m/s.
2. The elevator moves with a constant velocity of -3.0 m/s.
3. The elevator moves downward with a velocity of -4.0 m/s and has an acceleration of +1.0 m/s².
4. The elevator moves upward with a velocity of +3.0 m/s and has an acceleration of +1.0 m/s².
5. The elevator moves downward with a velocity of -4 m/s and has an acceleration of -2.0 m/s².

Discipline: Hotel and Restaurant Management
Outcome: Students will apply their knowledge of financial management in evaluating financial data in their reports.
Assessment: If the student uses appropriate financial instruments and arrives at appropriate conclusions, then he will have met the financial management objective. The financial activities use Excel formulas or math to calculate data.

Discipline: Automotive Technology
Outcome: Diagnose and repair or replace driveline systems and components
Assessment: Students will perform hands-on lab work following specific instructions. This work must be performed with 100% accuracy and within a (4) hour block of time.

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43 WRT TracDat Results Report (see electronic archive)
44 Assessment Tool and Rubric for Physics 121 Force and Motion.docx (see electronic archive)
45 HRM TracDat Results Report (see electronic archive)
46 AUT TracDat Results Report (see electronic archive)
SLOs for Co-Curricular Programs

In 2012 Student Development decided to integrate SLOs into Student Success (STU) courses and then gradually introduce SLOs to the non-instructional areas. In July 2013, the Vice Presidents of Student Development decided to initiate a College Student Services Review (CSSR) process. The purpose of the review was to identify areas needing improvement and then measure improvement using SLOs. Four key areas of Student Development were identified: Connect, Continue, Complete, and Financial Aid. Over 70 Student Services employees formed four workgroups to address needs and improvements in these areas. After 9 months, each group has provided a report containing improvement recommendations. Each recommendation includes either an SLO or a program outcome. Examples of SLOs to be implemented for Summer/Fall 2014:

**Orientation**
- 80% of 2014 orientation participants will know the location of campus tutoring services;
- 60% of 2014 orientation participants will receive tutoring services during the Fall 2014 semester

**Financial Aid**
- 50% of the Fall 2014 financial aid survey respondents will be either satisfied or highly satisfied with the level of financial aid services.

**High School Outreach**
- 3% increase in 2014 local high school graduates attending PCC in the 14/15 school year as compared to 13/14 school year

The final report was presented to the Chancellor’s Cabinet on May 6, 2014. Upon approval from the Chancellor’s Cabinet, the CSSR will begin implementation in June 2014.

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

The College uses SLO-based assessments to improve student learning in several ways:

- To warrant course and/or program changes.
- To modify course material and pedagogy. Some disciplines have made more progress in this area than others; however, PIR and the SLO Facilitators will continue working to help the disciplines understand how to use data to make modifications.
- As part of the curriculum and program review processes. Curriculum review forms have been modified to include SLO data as a reason for making curriculum changes. In addition, both Program Review Action Plans and Service Review Action Plans, along with their related annual reports, include a summary page that lists SLO activity. PIR has made TracDat data available for the Curriculum Review process.

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47 Chancellor's Cabinet minutes, May 6, 2014
48 Document new curriculum change forms showing prominence of SLO (see electronic archive)
49 For example, TracDat reports for CAD, Automotive Technology, Health Information, Technology, Journalism, Music, Nursing, Pharmacy Technology, Social Services and VET/VSC TracDat Reports (see electronic archive)
50 Document how PIR has made TracDat data available for the Curriculum Review process (see electronic archive)
51 Document Program Review Action Plans and their related annual reports will include a summary page that lists SLO activity (see electronic archive)
4.B.4 The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

At the program level, the College has invested significant effort in developing a process to define and measure SLOs. This process requires faculty members to create and assess outcomes relating to the knowledge and skills necessary for students who complete certificates or degrees in their disciplines.

Discipline Leader (DL) Role
To coordinate faculty participation in the SLO process, PCC created the SLO Discipline Leader (DL), which is a compensated “additional assignment” position. The faculty members in each academic discipline designate one of their members to serve in this position. The functions DLs perform include:

- Encouraging their faculty members to participate in the SLO process;
- Coordinating SLO activities, which include scheduling SLO Days (the beginning-of-semester forums where faculty members meet to develop outcomes and assessments) and scheduling other meetings to discuss assessments and outcomes;
- Helping faculty members develop meaningful outcomes and assessments;
- Working with department chairs to enlist the participation of adjunct faculty members in the SLO process;
- Collecting assessment data from their colleagues at the end of each semester and entering it in the TracDat database.

SLO Facilitator Role
To coordinate the SLO process, PCC created another “additional assignment” position, the SLO Facilitator position. The College has funded five Facilitator positions. The Facilitators, along with PIR, serve as the SLO subject matter experts for other faculty members including the DLs. Facilitators perform the following activities:

- Serve on the SLO Workgroup (described below);
- Work with PIR to plan SLO trainings, conduct beginning-of-semester SLO Day forums for discussing the previous semester’s results and defining outcomes and assessments for the coming semester;
- Work with PIR to review TracDat data;
- Indirectly (through the DL) supervise and assist the CDAC in developing and assessing outcomes.

PCC’s PIR and the SLO Facilitators have created a process for defining and assessing learning outcomes and for promoting faculty participation. Many other institutions use a similar process, which has been well documented. The steps in PCC’s process are:

1. Define learning outcomes.
2. Ensure that the curriculum aligns with the outcomes.
3. Develop assessments.
4. Collect assessment data

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52 Discipline Leader Contract (see electronic archive)
53 See, for example, Allen, M. J. (2004). *Assessing Academic Programs in Higher Education.*

Criterion 4: 14
v. Review and analyze assessment results to identify gaps in student learning.
vi. Use results of the analysis to improve the program's curriculum and faculty's teaching methodologies.
vii. Verify the effects of the changes by re-assessing.
viii. Repeat these steps.

The College has implemented a number of policies and actions to promote the acceptance of SLOs among faculty members and to apply the SLO process to other areas such as curriculum development and Student Services. These policies and actions include:

- Modifying employment contracts to require both fulltime and adjunct faculty members to participate in the SLO process;\textsuperscript{54}
- Incorporating SLO participation into the Professional Progression Plans of fulltime faculty members;\textsuperscript{55}
- Requiring SLO participation to be addressed in the annual evaluations of fulltime faculty members;\textsuperscript{56}
- Requiring all disciplines to map their courses to program-level outcomes.\textsuperscript{57}

SLO Workgroup
To provide college-wide oversight of the SLO process, the College created the SLO Workgroup – whose membership includes the five SLO Facilitators, the Executive Director of PIR, the PIR Research Project Manager, the Director of Curriculum and Articulation, the Director of Program Review, a Vice President of Instruction, a Vice President of Student Development, the Administrative Assistant to the Vice Provost, and the Vice Provost. This group meets twice per month to determine training needs, review SLOs and assessments, and look for ways to improve the implementation of the SLO process.

Sample SLO Training Schedule and SLO Day Events
PIR has developed an especially rich SLO training schedule for the spring of 2014.\textsuperscript{58} Training covers the following topics:

- Introduction to SLO
- SLO Research Methodology
- Rubric Development
- Developing Student Learning Outcomes Statement
- Closing the Loop: The Continuous Improvement Process

SLO Process and Faculty Participation
At the beginning of each semester, PIR and the SLO Facilitators organize “SLO Days.” During these events, PIR and the Facilitators present information on developing outcomes and assessments. Then faculty members meet with colleagues in their disciplines to discuss outcomes, assessments, and possible improvements.

\textsuperscript{54} Fulltime and adjunct faculty contracts (see electronic archive)
\textsuperscript{55} Fulltime faculty Professional Progress Plan form (see electronic archive)
\textsuperscript{56} SLO Collegial Conference Questions (see electronic archive)
\textsuperscript{57} Zelena Harris email (see electronic archive)
\textsuperscript{58} PIR 2014 Spring Training Schedule (see electronic archive)
changes in course materials and/or teaching techniques to improve student learning.

The number of PCC faculty members who participate in the SLO process has increased over the years. Table 3, below, shows steady growth in the number of SLO Day participants from Fall 2011 through Spring 2014.

Table 3: SLO Day Participation

<table>
<thead>
<tr>
<th></th>
<th>Number of Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>100</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>120</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>130</td>
</tr>
<tr>
<td>Spring 2013</td>
<td>140</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>150</td>
</tr>
<tr>
<td>Spring 2014</td>
<td>160</td>
</tr>
</tbody>
</table>

Grouping Model
To assist the disciplines in developing their abilities to write and assess SLOs, PIR continues to utilize a “grouping model” in its analysis of TracDat data. The grouping model is a technique for evaluating the progress disciplines have made towards successfully completing the full cycle of assessment, a cycle which includes (1) defining outcomes, (2) performing an assessment, (3) making a change to curricula or a course, and (4) reassessing. The grouping model analysis produces Table 4, shown below, which places the disciplines into one of five groups based upon the number of steps in the SLO process they have completed. Disciplines in Group Five have completed all steps in the SLO process. In addition to describing the five groups, this table shows the effect of hands-on training in helping faculty members to progress towards higher levels of participation in the SLO process. As the results posted in this table clearly demonstrate, most disciplines have made progress towards the highest level.

Table 4: Five Categories of SLO Discipline Groups and the Impact of Hands-On Training
<table>
<thead>
<tr>
<th>Group</th>
<th>Description</th>
<th>Initial No. of Disciplines in Category (2013)</th>
<th>Discipline Progress as of February 2014</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five</td>
<td>Disciplines that have successfully completed the full cycle of assessment by defining outcomes, performing an assessment, making a change to curricula or a course, and reassessing.</td>
<td>6</td>
<td>48</td>
<td>42</td>
</tr>
<tr>
<td>Four</td>
<td>Disciplines that have successfully carried out an assessment and made a change to curricula or a course as a result but have not yet reassessed.</td>
<td>19</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>Three</td>
<td>Disciplines that have completed an assessment, but have not yet made a change to curricula or a course as a result.</td>
<td>35</td>
<td>9</td>
<td>23</td>
</tr>
<tr>
<td>Two</td>
<td>Disciplines that have established outcomes, but have not yet assessed them.</td>
<td>14</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>One</td>
<td>Disciplines that have not yet developed any outcomes.</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>78</td>
<td>74</td>
<td>N/A</td>
</tr>
</tbody>
</table>

The attention given to SLOs has caused participation in defining and assessing to proliferate. 74 of the College’s 78 programs and disciplines have annual assessment plans housed in Tracdat. The SLO Monitoring Report, which was filed along with this self-study, provides more details about the College’s efforts – including new policies, employment contracts, committees, faculty evaluation requirements – for ensuring that the institution moves towards greater participation in the SLO process, improves its implementation, and incorporates SLO into curriculum planning.
Criterion 4.C: Pima Community College demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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

Goals for Grant-Funded Programs
Many parts of the College already have existing goals for retention, persistence, and completion. Notable among these are grant-funded programs. Nine of the College’s 35 current grant-funded programs define goals specifically for student retention and persistence. The grant projects are as follows:

- Adelante Performance-Based Scholarship Program;
- Health Professions Opportunity Grant (HPOG);
- Hispanic-Serving Institutions (HIS) Education Grants Program;
- Desert Vista Campus Student Support Services;\(^59\)
- East Campus Student Support Services;
- Title III: Thinking Outside the Box: Integrative-Engaged-Flexible Learning;
- Title V: Abriendo Puertas/Opening Doors;
- Innovation in Dental Studies Education, West Campus; and
- Title V: Integrated Student Learning Approaches for Success (ISLAS), PCC Downtown Campus.

Each of these grant programs meets its own set of ambitious yet attainable goals and objectives on an annual basis. The College tracks success of students under these grants through various methods (Blumen, Qnomy, Accutrack, PCC Advising Tracking Systems, Planning & Institutional Research, and other tracking software as required by the grant project).

Goals for Externally Accredited Programs
Several of PCC’s externally accredited programs have goals for persistence, retention, and completion that must be met to continue accreditation.\(^60\)\(^61\) For example, the Nursing Program is accredited through NLNAC (Nursing League for Nursing Accreditation Commission). The annual reports require program completion rates, licensing pass rates, and rate of graduates’ employment.\(^62\)

Another example is the Radiation Technology Program, which is accredited by JCERT (Joint Review Committee on Education in Radiologic Technology). JCERT sets benchmarks for program completion rate, 5-year credentialing pass rates, and job placement rates. Annual reports show benchmark numbers and

\(^{59}\) Denotes Federal TRIO program. TRIO includes eight programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs.

\(^{60}\) PRC_Goals_Evidence_Summary_10252013.doc

\(^{61}\) Program Goals.docx

\(^{62}\) Nursing - NCLEX Annual Reports-2010-2012.pdf

Criterion 4: 18
have corresponding discussion sections that discuss changes being made to the program in response to these numbers.63

College-Wide Goals
Recognizing that the College did not have institution-wide goals for persistence, retention, and completion, the Enrollment Management Task Force was formed to do research on the issue and to generate goals.

Persistence Rate: From 2008 to 2012, persistence has vacillated, with an upward trend for transfer students and no clear trend for developmental or occupational students:

Goal for persistence: The College will increase persistence to 1% above the rate for 2012-2013 (62.7%) and continue to increase persistence by 1% each year for five consecutive years. This goal is ambitious, considering that enrollment has been declining steadily. In addition, each program will establish persistence goals for the next Program Review.

Retention Rate: From 2008 to 2012, retention has vacillated, with a downward trend for developmental students and no clear trend for occupational and transfer students:

Goal for retention: The College will increase retention to 1% above the Fall2012-Fall2013 rate (42.4%) and continue to increase retention by 1% for five consecutive years. This goal is ambitious, considering that enrollment has been steadily declining.

Completion Great: According to IPEDs data, PCC’s enrollment dip in recent semesters has been deeper than most peer institutions. On the other hand, completion rates were at an all-time high for 2012-63 RAD Annual Reports 2010-2012.pdf

Criterion 4: 19
The Task Force surmised that the high completion rate was the result of high enrollment, which peaked in 2010-2011. There are 2,588 students who have completed at least 100 credits with a GPA of 2.0 but have not been awarded a degree or certificate. Additionally, there are 12,121 students who have completed at least 45 credits but have not been awarded a degree or certificate.

Goal for Completion: The College might easily increase the completion rate by contacting students who already qualify for degrees or certificates based on their GPA and the number of credits they have completed. Therefore, in the next academic year, the College is capable of increasing completion by 5% above the average for the previous 3 years (2010-2013). We will create long-term goals with input from an enrollment management consultant (see “Strategies that Support the Completion Goal” below).

Strategies that Support Retention and Persistence Goals

- Often students are placed on Academic Disqualification not because of a low GPA but because they haven’t completed enough units. These students do not, as a rule, return to Pima Community College. The Task Force supports the Academic Standards Committee’s recommendation to change the way disqualification is calculated for students who are not receiving federal financial aid. The changes being considered by the Academic Standards Committee will directly impact persistence and retention.
- The College is actively working to restore financial aid to students in the lowest level of developmental education courses, which should impact persistence.

Strategies that Support the Completion Goal

- To increase the number of students who graduate, the Enrollment Management Task Force supports the idea of a “front loaded” graduation fee, which is being recommended by the Student Services Review, to take effect 2015-2016.
- The Task Force supports the idea of contacting students who are close to completing a degree. The PCC Foundation has created a separate completion scholarship to pay tuition for students who have finished at least 100 credits, haven’t yet earned a degree, and have a GPA of at least 2.5.
- The University of Arizona and Pima Community College have begun looking collaboratively at reverse transfer, so that students get credit for courses successfully taken at the University and thus might obtain a degree from PCC.

Overall strategies

- In keeping with its commitment to holistic enrollment management, the College has recently reassigned an administrator to the role of Executive Director of Enrollment Management.
- The College will ask the Board of Governors for approval to hire the selected Enrollment Management Consultant. Along with other duties related to enrollment, this consultant will assist the College in refining goals for retention, persistence, and completion.

4.C.2. The College collects and analyzes information on retention, persistence and completion, using a variety of local and national tools and reports these data in a variety of ways.

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64 1213 Graduate Report with Numbers (see electronic archive)
Data on Persistence and Retention
The most recent reports on persistence and retention are posted on the College website as is data on persistence and retention for students with athletic scholarships. The 2012-2013 Graduate Report also is posted on the website. This report summarizes statistical information about PCC graduates, degrees and certificates granted, and Center for Training and Development (CTD) completers and certificates. It gives trend information for 5 years (2008-2009 through 2012-2013) and the past ten graduation years (2003-2004 through 2012-2013). This report also provides an analysis of graduates by degree program/award and race, and by degree program/award and gender.

Data on Completion
Results of the PCC Graduate Exit Survey are summarized in a publicly available report that includes responses from students who completed PCC programs, degrees, and certificates from summer 2012 through spring 2013. Students responded to questions on Student Learning Outcomes, their experiences with PCC, and employment. The report covers this information as well as longitudinal data over five years for the programs with highest enrollment. The number of students responding to this optional survey has been declining. The data would be more complete, and therefore more meaningful, if all students who applied for graduation/completion were required to complete the survey.

Gainful Employment Disclosures
The document Gainful Employment Disclosures 2013 provides a format to report information required by the Federal Government for all programs covered under Gainful Employment requirements. These reports, when available, are posted program by program on the PCC website. To access a program’s report, students go through the web page for an occupational/vocational degree, click on Important Program Information and then on Program Effectiveness Data. See, for example, the Radiologic Technology Program Effectiveness Data.

Income and job placement information is extremely difficult to determine. Nevertheless, these snapshots do give the public some sense of completion rates.

<table>
<thead>
<tr>
<th>Data Collection and Tracking</th>
<th>PCC*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Collection:</td>
<td></td>
</tr>
<tr>
<td>Integrated Postsecondary Education Data System (IPEDS)</td>
<td>X</td>
</tr>
<tr>
<td>State/Government Reporting</td>
<td>X</td>
</tr>
</tbody>
</table>

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65 Student Success Indicators
66 Current Graduate/Completion and Transfer Rates for student athletes
67 The Graduate Report
68 Graduate Exit Survey
69 Gainful Employment Disclosures 2013.pdf
70 Radiologic Technology Program’s effectiveness data
71 4C2_Other_Institutions_to_PCC_Comparison.xls

Criterion 4: 21
| Voluntary Framework of Accountability (VFA) | X |
| persistence | X |
| retention | X |
| completion (program)/graduation | X |

| Tracking: |
| persistence | X |
| retention (including trends) | X |
| completion (program)/graduation | X |

*X = PCC produces or has access to this report.

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

During Program Review (see 4A1), PIR provides each CDAC workgroup with a “dashboard” that includes information on enrollment, grades, and student success. The data is disaggregated by head count, seat count, gender, ethnicity, and age. While there is abundant anecdotal evidence that CDACs discuss the information contained in their dashboards, there is little or no written documentation. CDACs are not yet required to use this data to improve a program, make recommendations, or set goals for retention, persistence, or completion.

Examples of Evidence-Based Improvements in Occupational Education

Programs accredited by external agencies must meet goals set by their accreditors. The programs then use the data to make improvements to the program in order to meet or exceed those goals. See, for example, such efforts by the Respiratory Therapy and Radiation Technology programs.

Examples of Evidence-Based Improvements in Developmental Education

Courses in reading, writing, and mathematics are not only required by nearly all degree and certificate programs at the College but present the most significant barriers to continuation and completion. English as a Second Language (ESL) poses a similar barrier to international students, and Reading is a prerequisite for most Allied Health students. These core disciplines have been using data to make significant changes to their developmental and 100-level courses. By improving success in these prerequisites, students are much more likely to stay in college and complete their programs.

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72 Student Success Indicators
73 Persistence_F12_S13.pdf
74 Retention_F11_to_F12.pdf;
75 retention_S12_to_S13.pdf
76 1213 Graduate Report.pdf
78 Evidence-Based Improvements in Respiratory Therapy Program (see electronic archive)
79 Evidence-Based Improvements in Radiation Technology Program (see electronic archive)
**Reading**
The Nursing Program analyzed longitudinal data to find predictors of persistence for nursing students. They reviewed various data, including grades in prerequisite courses and scores on the HESI (Health Education Systems, Inc.) examination. They isolated student reading scores on the HESI Exam as the most accurate predictor of persistence for first-semester nursing students. Students who scored below 75% on the HESI admission reading test had a 53.2% failure rate in the first semester; students who scored above 75% had a 12.4% failure rate.

To address this issue, the Director of Nursing and the Dean of Allied Health contacted instructors in the Reading CDAC and discussed how best to prepare students for the reading demands of the Nursing Program. They decided the best course of action would be to create a specialized version of the REA 112 Critical Reading, which is a prerequisite for Allied Health programs. With input from Nursing faculty and administration, Reading instructors created REA 112HP Critical Reading for Health Professions. In Fall 2011, one campus offered a pilot section; now four campuses offer sections each semester. The Nursing program plans to review data to determine how students from these sections fare in comparison to peers who complete the non-specialized course.80 81

**Writing**
WRT 100 Writing Fundamentals is pre-college level and WRT 101 Writing I is the first of two college-level courses required for most degrees. After learning of low retention rates for students in this course, The Writing Department investigated alternatives, ultimately deciding to implement a model that has proven to be successful according to longitudinal data collected at the University of Arizona. In making their decision to develop the pilot course, the faculty used data on a similar model collected from a longitudinal study at the University of Arizona. This model showed evidence of improved retention and completion rates for students taking the equivalent sequence of courses.

Writing instructors created WRT 101S, which is a modified WRT 101 with an additional 1-credit studio. This course was designed for students who place into WRT 100 but, with enhanced instruction and attention to individual needs, might succeed in WRT 101. The goals are to (1) improve persistence and retention rates; and (2) shorten time to degree, thus improving the completion rate. WRT 101P/S will be offered for three years to collect longitudinal data including a comparison of completion rates for students in WRT 101 with those in WRT 101S. Preliminary results show an improvement in pass rates for students in the new course.

**English as a Second Language (ESL)**
The ESL faculty examined data given to them by PIR and found that the data indicated only 15.7% of all former ESL students from Fall, Spring, and Summer 2008-2009 and 2011-2012 had enrolled in college-level Writing courses. Based on this data, the ESL CDAC will attempt to raise the percentage of ESL students who complete the ESL sequence and enroll in Writing and other college courses. The ESL CDAC has identified several possible factors to investigate and address: (1) student readiness, (2) impact of

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80 Email from Marty Frailey, Reading Instructor (see electronic archive)
81 Email from Katy Challenger, Director of Nursing (see electronic archive)
advising practices, (3) impact of required placement exams for ESL completers, (4) lack of articulation between ESL and Reading/Writing coursework, and (5) curricular structure.

Initial data indicated student readiness was a critical issue only in ESL 060, the first course in the ESL sequence. The failure rate in ESL 060 was 35%, which was 10% higher than in subsequent levels. The range of cut scores was larger for placement into that level, and a follow-up PIR study identified a significantly higher rate of success (70%) for students who scored 28 points on the ESL placement exam. Based on these factors, the ESL CDAC concluded that the ESL 060 range was inappropriately large and the entry floor too low to expect desired retention. They recommended a change in cut scores, which will be implemented in Fall 2014.

Other data indicate that student readiness might not be the primary factor in student persistence and completion of programs. An analysis of six years of data showed that students who have taken an ESL core course (6-credit reading/writing/communication) are 15% more likely to be successful in college-level Writing courses than all other students, including native and non-native speakers of English who placed directly into Writing 101 or passed Writing 100 successfully. Based on this data, the next step is to gather data on impact of other possible factors on student retention, persistence and completion.

Mathematics

Based on low rates of retention and completion of the developmental math sequence, the Math CDAC began generating ideas and investigating models for improving student success. In 2010, the CDAC voted to move forward two new courses, one of which was MAT 089.

Math 089 Foundational Studies in Mathematics includes fundamentals and applications of basic mathematics, elementary algebra, and intermediate algebra. The premise for this pilot was that students have underlying gaps in knowledge that prevent them from mastering higher-level mathematics. MAT 089 forces all students to begin with basic skills and demonstrate mastery at every level before moving further in the curriculum. This mastery approach is supported by the emporium model, which provides modularized learning through interactive computer software, on-demand help from instructors and tutors, and mandatory participation in a classroom setting.

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82 NicRichmondReport.pdf
83 Minutes-MathCDAC-08-20-2010.pdf Mathematics Success Initiative: Diane Lussier. Discussion of the need to increase our success rates (see electronic archive)
84 MAT 089 proposal (email attachment sent by Robert Foth, April 28) (see electronic archive)
85 Minutes-MathCDAC-04-08-11.pdf Call for Developmental Mathematics Education Ideas (see electronic archive)
86 Minutes-MathCDAC-08-19-2011.pdf Minutes contain vote result for the MAT089 Emporium Model Proposal (see electronic archive)
87 Minutes-MathCDAC-05-06-11.pdf Meeting minutes where pilots for developmental education ideas were presented. Michelle Anderson: Learning Communities. Roger Werbylo: Emporium Model. Theresa Riel: Redesigning how we teach developmental mathematics (see electronic archive)
88 Minutes-MathCDAC-09-30-2011.pdf Dev Ed Pilot vote results for approval of MAT 089 and MAT 123. Discussion of other ideas for dev ed pilots (see electronic archive)
Each semester, the Math Emporium Implementation Team assesses program effectiveness through several systematic methods: student success and retention data provided by PIR, electronic student surveys, faculty feedback, and regular implementation team meetings. Early results show students who complete MAT 089 pass MAT 151 College Algebra at a rate that is 10% higher than students in traditional developmental mathematics courses. Initial data show students might need more time to complete MAT 089 than the traditional developmental sequence. This feedback has guided decisions related to teaching resources, physical space, curriculum, and the syllabus.

4.C.4 Pima Community College’s processes and methodologies for collecting and analyzing information on student retention, persistence, and completion reflect good practice.

IPEDS
PCC submits Integrated Postsecondary Education Data System (IPEDS) data as required. PIR collects and organizes data for the following reports: Student Body Diversity, Students Who Receive Financial Aid Awards, Costs of Attendance, Retention Rates, Completion/Graduation and Transfer-Out Rates, Athletic-related reported rates. These reports, as well as links to the IPEDS reports themselves, are posted on the PCC website.

Voluntary Framework of Accountability
PCC was one of the forty institutions that developed and tested the Voluntary Framework of Accountability (VFA). This accountability framework was developed to measure institutional effectiveness based on community college’s specific student cohorts and multiple services, including developmental education, college-level courses (transfer and occupational), workforce preparation, Adult Basic Education, and high school equivalency education. In addition, PCC has been instrumental in the Vision 2020, which is Arizona’s version of the VFA. The VFA is the leading-edge system for collecting and analyzing data on community colleges.

45th-Day Reporting
Instructors report student attendance for every section on the 45th day of each semester; this information constitutes PCC’s census data, which is reported to the State of Arizona. The 45th-day count is used as the official enrollment for those sections that are included in the report. Starting in Fall 2013, faculty began reporting 10th-day student attendance for all courses except those that are fully online or that start later; this information is needed for federal Financial Aid compliance. This is the official census data for Financial Aid. Both of these counts give information on continuing enrollment that is section-specific, course-specific, discipline-specific, and college-wide.

89 VFA Participant List
90 To Learn and Earn “Arizona Board of Regents 2020 Vision: The state’s higher education strategic plan, which includes efforts to double the number of bachelor’s degrees awarded, increase the retention rate, and increase transfers from the community college system.”

Criterion 4: 25
Conclusion

Pima Community College strives at all levels to fulfill our commitment to meet the educational needs of our community. As demonstrated in this section, PCC uses structures and processes to ensure a high-quality educational experience for all students.

Evaluation

Strengths
- PCC has a structured framework to support a cyclical process of improvement in student learning outcomes, which includes faculty, staff and administrators
- Course rigor is evaluated through a process that includes review by faculty who are subject-matter experts, faculty in other areas, staff and administrators.
- The College has many transfer agreements with four-year institutions
- PCC uses the Banner data system and diverse analysis methods to investigate student success

Opportunities for improvement
- Establishment of an Assessment Office would strengthen SLO processes further. This recommendation has been submitted to Chancellor’s Cabinet and will be discussed on May 20.
- Student services are currently developing SLOs. This needs to continue to be developed, with supporting processes.
- While the College has policies and practices in place for transcript evaluation, the process of transcript evaluation would benefit from reexamination based on benchmarking practices at peer institutions.
- Dual enrollment processes could be improved to make the process more transparent and easy to navigate for the local schools. While there have been recent changes in this area, further evaluation and improvement would enable the College to better meet local needs.
Criterion Five. Resources, Planning, and Institutional Effectiveness
Criterion Five. Resources, Planning, and Institutional Effectiveness

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

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

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

Fiscal Resources
Pima Community College has the fiscal resources sufficient to support its operations wherever and however programs are delivered. The College is funded by three primary sources: local property taxes, tuition, and the state. In 2008, property taxes declined due to the real estate crisis in the area. Since the College is limited to a two percent increase in the tax levy per year, it must often rely on new construction to add to the tax base and thus increase monies. For several years, there was little new construction accompanied by reduction in the value of existing properties. During this period, the College balanced its budget by eliminating some non-instructional positions, placing some positions on hold, freezing pay increases, and spending conservatively. In recent years, the county experienced a turnaround in home sales and new construction allowing the funding from property taxes to first stabilize and then increase.

In part to compensate for the decline in revenue from property taxes, in the past six years, the Board of Governors has approved tuition increases as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Per Unit</th>
<th>$ Change</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/05 *</td>
<td>44.50</td>
<td>2.50</td>
<td>6.0%</td>
</tr>
<tr>
<td>05/06</td>
<td>46.50</td>
<td>2.00</td>
<td>4.5%</td>
</tr>
<tr>
<td>06/07</td>
<td>48.50</td>
<td>2.00</td>
<td>4.3%</td>
</tr>
<tr>
<td>07/08 **</td>
<td>51.50</td>
<td>3.00</td>
<td>6.2%</td>
</tr>
<tr>
<td>08/09 ***</td>
<td>53.50</td>
<td>2.00</td>
<td>3.9%</td>
</tr>
<tr>
<td>09/10</td>
<td>55.50</td>
<td>2.00</td>
<td>3.7%</td>
</tr>
<tr>
<td>10/11 ****</td>
<td>58.00</td>
<td>2.50</td>
<td>4.6%</td>
</tr>
<tr>
<td>11/12</td>
<td>63.00</td>
<td>5.00</td>
<td>8.8%</td>
</tr>
<tr>
<td>12/13</td>
<td>71.00</td>
<td>8.00</td>
<td>13.6%</td>
</tr>
<tr>
<td>13/14 #</td>
<td>71.50</td>
<td>0.50</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

* Student Services Fee added, $2.50 per unit
** Technology Fee added, $2.00 per unit
*** Student Services Fee reduced by $0.50 to $2.00
**** Student Services Fee increased by $0.00 to $3.50 per unit, and
# Technology Fee increased by $0.00 to $2.50 per unit.

In the past six years, the Board of Governors has approved tuition increases as follows:

Human Resources
Pima Community College has the human resources sufficient to support its operations wherever and however programs are delivered. The Human Resources Department of the College is guided by its
mission: "In support of Pima County College District’s Mission and Vision, the Human Resources Department is responsible for implementing strategies and policies relating to employees and applicants. The guiding purpose of the department is to implement the organization’s human resources requirements effectively but also pragmatically, taking into account legal and ethical matters in a manner that retains the support and respect of the workforce." SPG 4201 BA “Filling Authorized Vacant Regular Positions” provides direction for administration to maintain appropriate levels of personnel. All hires and terminations are submitted to the Board of Governors at a regular meeting of the Board.

SPG 4201 BA Faculty Hiring Process outlines specific dates and time periods to ensure faculty input for instructional and educational support faculty job postings, advisory committees, screening, teaching demonstrations, and interviews. The Resource Allocation Model (RAM) is used to fund adjunct faculty for all College campuses, educational centers, and community-based locations to ensure the availability of sufficient qualified instructors. (Also covered under 5A. 2) BP 4101 Employment and Reassignment of Executive Level Administrators and BP 4102 Appointment of Acting Administrators allow for efficient filling of vacant administrator positions. Human Resources also maintains administrative and staff job classification descriptions and conducts classification cyclical review (CCR) as well as individual position reviews.

Physical Infrastructure
Pima Community College has the physical infrastructure sufficient to support its operations wherever and however programs are delivered. The annual capital planning process occurs in conjunction with the annual budgeting process to ensure sufficient resources for both. Campuses consider the needs of academic and occupational programs in generating their requests for capital and non-capital items. Capital requests are prioritized on a District-wide basis at Chancellor’s Cabinet and submitted to the Board of Governors at a regular meeting. The Capital Budget and Project List is developed and maintained by the Facilities Department and shows the overall picture of expenditures, including physical, by campus, category and funding source. A facilities database tracks District-wide capital requests and schedules continuous preventative maintenance of physical structures. The database is also used to determine facilities staffing needs at Maintenance and Security and the campuses. The Facility Administrative Management System (FAMIS) is used to request, schedule and track all levels of facilities projects.

PCC’s six campuses provide general education and transfer coursework. In addition, each has signature programs in occupational and equipment-dependent programs.

Each campus is responsible for a service area within the city and adjacent towns within Pima County. These service areas have different demographics, industries, and educational needs.

The Community Campus specializes in Continuing Education and Workforce/ Business training. The campus also serves as the center of the College’s distance education programs. It is staffed with web designers to assist faculty from across the District in designing online course offerings, oversees the Adult Education program, and works with local businesses and corporations to provide workforce training. Satellite sites managed by the campus include two Adult Education Centers located within the Tucson community, as well as the 29th Street Coalition Center and neighborhood sites throughout Pima County and on Davis Monthan AFB. Also located at the campus is the Center for Learning Technology, which includes the Broadcast Studio and the Integrated Institute Resource Center. For Workforce and Business Development, there is a Conference and Training Center and high tech training
rooms available for the community. Northern Arizona University has administrative offices and classrooms located on the campus as well.

The Desert Vista Campus’ signature programs include Culinary Arts, Child Development Associate, Early Childhood Education, and Aviation Technology (located at Tucson International Airport at the Aviation Technology Center). The Desert Vista Campus is built on an ancient Hohokam archaeological site and thus, has particularly appropriate cultural ties to its surrounding communities, including Native American and Hispanic communities. It provides specialized occupational programs in aviation, culinary arts, and early childhood education. The Center for Training and Development (CTD), non-credit, open entry/open exit job training certificate programs for employment, is located at the campus. The campus administers Talent Search, Student Support Services and Upward Bound, three federally funded programs. The campus is part of a Pathways to Healthcare network and administers a Health Professions Opportunity Grant (HPOG) to provide health care training. The campus houses a recreation and fitness complex in partnership with the City of Tucson Parks and Recreation Department, with state-of-the-art equipment.

The Downtown Campus offers many university transfer courses because of its proximity to the University of Arizona. The Downtown Campus occupational programs include Building Construction Technology, Automotive Technology, and Welding, as well as innovative business programs such as Fashion Merchandising. The Downtown Campus is situated close to both the University of Arizona and the Tucson downtown area and consequently, serves a large number of UA students and participates in area revitalization projects. The Alternative Learning Center, Biology Learning Lab, Instructional Activities Center and Language Lab use current technology and techniques aimed at student success. Advisory groups work closely with the Downtown Campus to assure quality, relevant education in occupational programs such as automotive technologies, computer-assisted design, interior design, and machine tool technologies. The new Sciences and Technology building has provided much needed additional space for both the sciences and the occupational programs. Most recently, the Center for Integrated Learning has centralized many student learning resources.

The East Campus serves a large number of transfer students and provides vocational training in Emergency Medical Technology, Pharmacy Technology, Veterinary Technology, Logistics and Supply Chain Management, and Administration of Justice. The East Campus takes advantage of its location in a classic Sonoran desert environment to create comfortable and stimulating outdoor spaces, including an arts walk and native wildflowers. East Campus collaborates with neighboring community agencies and organizations, including the Atturbury Bird and Animal Sanctuary and the Clements Recreational Center. The campus also hosts a health clinic that is open to the public as well as students.

The newest campus, the Northwest Campus has up to date technology in classrooms, laboratories, and the library/computer commons and offers the full menu of transfer courses as well as certain occupational programs. The campus’s signature programs are Therapeutic Massage, Clinical Research Coordinator, and Hotel and Restaurant Management. Its general education and transfer courses serve recent high school graduates in the county’s growing northwest sector. The new 49,000 square foot building will be ready for classes this summer 2014 and will house Science, Technologies, Engineering & Math (STEM)-related classrooms and labs, as well as general use classrooms and additional faculty space.
The West Campus specializes in health-related programs, natural and physical sciences, visual and performing arts, and digital arts, and houses the Archaeology Center and Center for the Arts. The West Campus also provides healthcare through its on-site clinic. The largest of the five traditional campuses, the West Campus has well-equipped laboratories to support instruction in the sciences, health-related professions and visual and performing arts. The Center for the Arts includes the Louis Bernal Gallery, the Music Recital Hall and the Proscenium and Black Box Theaters. The Center is an important cultural facility for the Tucson community.

**Technological Infrastructure**

Pima Community College has the technological infrastructure sufficient to support its operations wherever and however programs are delivered. BP 5702 provides authority to the Board of Governors to "create and maintain the systems, organization, conditions, and regulations necessary to provide...computing and network resources appropriate to achieving the College mission." The Information Technology department reviews all capital requests to ensure technological resources are appropriate. A capital request database is used to track these requests District-wide and ensures current and future needs are addressed and budgeted. A District-wide comprehensive server inventory occurs annually to ensure that College servers are sufficient to support needs. Computers district-wide are replaced every five years. Other IT equipment that has a longer lifecycle, such as monitors are replaced every seven years. The computer and IT equipment upgrades for FY15 includes $921,033 for academic computer replacements and $693,567 for administrative replacements--a total of $1,614,600. Periodic upgrades allow PCC students to remain current in learning modern technology.

5.A.2 PCC’s resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

Pima Community College consistently prioritizes expenditures for instruction over support functions. During the capital planning process, instructional department chairs work with their deans to determine capital needs from the general fund as well as grants and other external funding sources such as recurring funds Proposition 301 and Perkins Grant as well as federal funds in the form Title III or Title V grants. The individual campus cabinets rank requests submitted from instruction and those from support areas, sending their selections forward to Chancellor’s Cabinet for further discussion and ranking. At the campus and institutional levels, technology for classrooms and laboratories takes precedence over technology for offices, and classroom furniture replacement takes precedence over office chairs.

During the annual budgeting process, campuses use the Resource Allocation Model (RAM) to determine their adjunct faculty funding needs. Similar to the capital process, all departments submit budgets reflecting their operational needs for the upcoming year.

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1 Preliminary Budget Parameters
Course fees are levied on courses in which students consume supplies and materials during the semester. Annually, the balances in the fund accounts are analyzed by the Vice Presidents of Instruction in conjunction with their departments to determine whether the current fee is adequate or needs adjustment. Their proposed changes are submitted to Finance and in turn approved by Chancellor’s Cabinet. The full list of course fees is submitted for Board of Governors approval during the annual budget cycle.

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

The goals of Pima Community College are “to improve access to all College programs and services; to provide excellent teaching and responsive student services; to prepare a highly skilled workforce; to create student centered partnerships with colleges and universities; to provide effective developmental and adult basic education; to create partnerships with business and industry, the local schools, government and other constituencies, that enhance the community, and to foster responsible civic engagement.”

PCC strives to accomplish its goals and vision through advanced planning and budgeting. The College promotes access to all College programs and services through budget considerations. The budget proposal for fiscal year 2014-2015 allocates over 2 million dollars for academic technology acquisition and utilization. Academic technology allows students to study and complete assignments remotely. In addition, PCC operates instructional facilities throughout Tucson to ensure that students in different areas still have access to the services and instruction Pima Community College offers.

Strategic Priorities for FY 2015 include the following: reallocation of resources from the District Office to support the campuses directly, student support services enhancement in the areas of veteran services, advising and recruitment. The 2015 budget also allows for restructuring of the developmental education program and distance education.

PCC has increased tuition by $5.00 to supplement the programs and services that are most in need of upgrading. The tuition increase will support $500,000 for enhancing College-wide student services, $200,000 for four additional full-time faculty for the developmental education program, and $500,000 for updating classrooms with new technology equipment, and the cost of training that goes along with the technological advancements.

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

Pima Community College utilizes a structured, job-related system to fill regular positions. The process takes time to facilitate because it is a competitive process, but it has allowed PCC to acquire valuable

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2 Mission  
3 Student Tuition and College Finances for Fiscal Year 2015
staff and faculty. Faculty appointments adhere to certification standards that require applicants to have a master’s degree from an accredited college or university in order to teach transfer courses. Degrees that were conferred outside of the United States must be sent to an approved agency, by the applicant, to be verified course by course. These standards have been adopted from the North Central Association of Colleges and Schools.

5.A.5 The institution has a well-developed process in place for budgeting and for monitoring expense. In accordance with Board Policy BP 2403: Budget Control, the Board delegates to the Chief Financial Officer the authority to implement the budget as approved by the Board and develop financial processes and procedures and internal controls to manage the financial operations of the College. The Board approves the annual operating budget and the annual capital budget. In a move to support transparency in budget planning, a webpage has been set up http://www.pima.edu/administrative-services/finance/budget/index.html which includes the budget planning calendar and presentations to the Board of Governors on the parameters that are taken into account during budget planning. The website includes information for the last three years, with the most recently posted presentations including the March 2014 presentation on proposed tuition and fees for 2014-2015.

This discussion with the Board of Governors included two possible tuition scenarios for the Board to select from. The presentation summarized budgeted general fund revenue sources from state aid, tuition and property tax, the Governor of Arizona’s fiscal year 2015 proposed funding, proposed property tax levy, estimated tuition and fees, revenue from differential tuition and a summary of strategic priorities for the year. The Board was presented with two options to consider for Fiscal Year 2015, with the presentation addressing the impact of each option on the specified priorities. In addition, a report of expenditures as compared to budgets is submitted to the Board by the Chief Financial Officer at each regular meeting of the Board. The year-end financial statements are also submitted to the Board by the Chief Financial Officer at a regular meeting of the Board.

Board Policy 2409: Risk Management requires that the Pima Community College District develop and implement a risk management program, the purpose of which shall be to minimize risks of long-term costs of funding. The College is rated by Standard and Poor’s and Moody’s. The College is in a strong financial position as indicated in the Comprehensive Annual Financial Reports. The College maintains strong financial ratings with Moody’s, and Standard and Poor’s (Moody’s rates the various College bond debt from A1 to Aa3) and has received the Certificate of Achievement for Excellence in Financial Reporting from the Government and Financial Officers Association award for 16 consecutive years.

The College budget has grown steadily over the past 10 years with operating revenues growing from about $102 million in FY1998 to $192 million in FY2009 (these revenues exclude bond proceeds and use of College equity). The distribution of revenue sources have changed somewhat dramatically as the share of the budget funded by the state has decreased from approximately 19 percent in FY98 to less than 10 percent in FY09. This trend is likely to continue as the state of Arizona is anticipating budgetary revenue shortfalls through at least FY2012. Compensating for the decreasing funding from the state has been increasing revenue from local property taxes. As such, the College has been able to maintain

4 College Budget
5 Student Tuition and College Finances for Fiscal Year 2015
6 Financial Reports
modest tuition increases for its students and tuition has remained a fairly steady proportion of the total college budget.

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

5.B.1 PCC has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.

Pima Community College has a clearly delineated organizational structure that specifies how decisions are made and responsibilities are assigned, and who is responsible for results and accountability. The College is governed by a Board of Governors (BOG) elected from the community representing the five county electoral districts. Each member of the Board serves a six-year term; the terms are staggered so that there will be some continuity of experience and knowledge. The Board holds monthly public meetings on the second Wednesday of each month, during which they receive regular reports from key administrators, College constituencies, and members of the public. All new policies and proposed changes to current policies are given public readings to allow interested parties the opportunity for comment before final Board approval. Regular reports are provided by the Chancellor and the Executive Vice Chancellor for Administration, and occasional reports are provided by other administrative departments on important current issues as needed. College constituencies that provide reports to the Board at each meeting are Student Government, Staff Council, and Faculty Senate. Additionally, officers of the Pima Community College Education Association (PCCEA), American Confederation of State, City, and Municipal Employees (AFSCME), and Association of Classified Exempt Staff (ACES) provide reports at Board meetings as needed. In order to keep informed of community resources and needs, external organizations are invited to present reports to the BOG as well; these have included representatives of the local real estate industry, regional economic development organizations, education lobbyists for the State Legislature, and local educational organizations. Opportunity for individual members of the community to speak is provided during the public comment period, and BOG agendas, minutes, and packets are posted to the College website.

The Board of Governors has established two channels through which it engages its internal constituents in the deliberative process: one of these provides a venue for discussing decisions related to compensation, benefits, and terms of conditions of employment and another where internal constituents may provide input on all decisions unrelated to those mentioned above.

Board Policy-4001: Meet and Confer with Employee Representatives provides the structure through which issues related to compensation, benefits and terms and conditions of employment are discussed. In the Meet and Confer Process, elected representatives from the three employee classification groups, Full-time regular classified exempt, full-time regular classified non-exempt and full time instructional and educational support faculty meet with the Board of Governors’ Management team. Open meetings occur between the months of January and April to discuss the principal concerns of College employees.
and Management. Employee concerns are typically determined through surveys and meetings of members of the employee groups. During Meet and Confer sessions employee representatives and management representatives discuss issues related to compensation and working conditions, and work collaboratively to address policy concerns. The Board’s Management Team may sign memoranda of agreement on issues where common ground is reached and forward these to the College’s legal counsel for review. If agreement between the employee representatives and the Management Team is not reached, the issue may be submitted to a neutral third party for resolution. When this occurs, both the Management Team and the employee representatives may submit a brief description of their respective positions. The ultimate authority for making decisions related to items discussed in Meet and Confer rests solely with the Board of Governors. Employee representatives typically also bring forward other information items during this process that may not be exclusive to their employee group. This includes issues of concern that affect all employee groups, and other matters of interest to the employee group.

5.B.2 PCC’s governing board is knowledgeable about the institution; it provides oversight for the institution’s financial and academic policies and practices and meets its legal and fiduciary responsibilities.

Pima Community College’s Board of Governors takes a number of measures to ensure that its knowledge of the institution is both current and comprehensive.

Upon assuming office, all newly-elected Board members participate in an orientation that assists them in the proficient execution of their duties. The orientation introduces members to the College, and its programs, services and operations, the role and function of the Board of Governors, Board and Chancellor relations, ethical standards, response to complaints and board appointments. The Board of Governors’ Bylaws include a provision that allows them to form advisory committees that may provide input on particular issues. Currently, there are 21 committees, two Governance Bodies (Faculty Senate and Staff Council), and 19 Standing Committees.

At each Regular Meeting, the Board of Governors receives reports from the Chancellor, the Provost and Executive Vice Chancellor of Academic Services and the Executive Vice Chancellors of Finance. In addition to receiving these regular reports, the Board also allows other members of the College to place items on the agenda that may be of particular interest to it.

Recently, the Board has also participated in a number of professional development activities intended to educate it on important issues related to Community Colleges and their effective management. For a more comprehensive account see the chapters devoted to the Probation sanction and the Follow Up to the Assumed Practices Monitoring Report.
5.B.3 PCC enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Primary responsibility for College operations is delegated by the Board to the PCC Chancellor. As chief executive officer, the Chancellor oversees all aspects of College operations with the assistance of College Administrators, including the Provost, the Vice Provost, Executive Vice Chancellors, Vice Chancellors, and Assistant Vice Chancellors, as well as Campus Presidents. The administrators convene twice a month as the Chancellor’s Cabinet. The Cabinet “serves as the chief college-wide administrative advisory committee to the Chancellor. The Cabinet reviews college operations, strategic directions, [and] resource allocation, as well as college policy and procedures.”

The administrative structure of the individual campuses mirrors that of the District. Campus Presidents report directly to the Chancellor. At the campus level, the Vice Presidents of Instruction and the Vice Presidents of Student Development report directly to the Campus President. Each campus also has a President’s Cabinet composed of senior campus administrators, including the Division Deans. The President’s Cabinets serve as advisory committees at the campus level, just as the Chancellor’s Cabinet does at the District level. District and Campus administrative structures are available on the PCC public website.

PCC maintains a robust committee structure and group of representative bodies that help ensure that all of the College’s internal constituencies are given the opportunity to participate in the formulation and adoption of policy. Nineteen standing committees focus on specific functions of the college, including curriculum, diversity, dual enrollment, online education, information technology, professional development, financial aid and safety. Task forces and working groups are utilized on an as needed basis to address specific short-term issues. Additionally, all College employees may participate in the internal governance of the institution through two representative bodies: the Faculty Senate and Staff Council. PCC follows a policy adoption process that allows both its internal and external constituents to participate in setting academic requirements, policy and processes. For a full account of the process for approving curricular changes and changes in academic programs see the Chapter devoted to Criterion Three.

PCC maintains a three-tiered policy and procedure apparatus composed of Board Policies, College Regulations and Standard Practice Guides. Board Policies establish institutional goals and stipulate a stance or direction Pima Community College must take to pursue those goals. College Regulations state the purpose of the Board Policy, delineate the scope and responsibility, define the parameter for developing the related Standard Practice Guide, and identify the responsible parties. Standard Practice Guides detail the process of implementing a regulation and give direction to those who conduct activities under the regulation.

Criterion 5: 10
Proposed policies at all three levels are subjected to a similar review process meant to ensure that prior to adoption, all of the College’s constituents are given the opportunity to participate in the formulation of policy.

Because of its broad impact, Board Policies are subjected to the most thorough scrutiny of all the policy levels. When a new Board Policy is proposed, the sponsoring unit forwards it to the Chief Executive Officer who coordinates an initial review by any appropriate standing committees.

5.C The institution engages in systematic and integrated planning.

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

Pima Community College has several processes in place to ensure that resources are allocated in alignment with College priorities. This includes the campus budget development process, through which the campuses determine the funding distribution by program and support service, and the capital budget process.

The capital budget process is in place to ensure there is college-wide input on equipment and facility projects that exceed $5,000 in cost. The capital budget is developed during the year as each of the campuses and the District Office submit possible projects for equipment and facility projects. The units submit proposed projects, the estimated costs, the criteria categories, and identify if the projects are eligible for alternative funding sources, including grants, contracts, or proposition 301 (Workforce Development funds). The campuses and District Office units submit hundreds of project proposals each fiscal year through a capital budget database system. Once the projects are submitted, District Finance, Facilities, and Information Technology staff review the requests, refine cost estimates, and consolidate related projects into district-wide projects. The campuses and District Office units then prioritize their respective projects in term of necessity and urgency. Finally, the Campus Presidents, Executive Vice Chancellors and Vice Chancellors or their representatives meet to review and discuss all of the identified projects and a capital budget plan is developed, which is then submitted for approval by the Board of Governors. The process is time intensive, but is collaborative and provides broad oversight and management of college-wide projects. This ensures that the College is replacing and upgrading facilities and equipment consistently, and is addressing college-wide needs.

The Capital budget is summarized in five category types that are intended to help identify the type and necessity of projects. Below are the categories with a few examples of each:

1. Fire, life, health, and safety:
This category is comprised of projects that address health and safety concerns, building, or other code requirements. For example: funds to repair and replace sidewalks and stairwells that may present tripping or other hazards; a project to address required kitchen modifications for childcare facilities; and funds to address drainage problems at campuses.
2. **Program Accreditation**
This category is comprised of projects that are required as part of program accreditation requirements. Projects have included: enhancements for nursing facilities, public safety equipment. Projects may be funded by a combination of contract program revenues and grant funds.

3. **Lifecycle**
This category requires the tracking and planning for regular ongoing capital equipment and plan requirements through regular funding sources. For example, refreshing computer and network equipment on a planned cycle to ensure that equipment is kept up-to-date with current requirements. Similarly, the capital budget process now consolidates district-wide projects, such as parking lot repaving, roof maintenance, flooring replacement, and exterior painting, to ensure that all facilities are maintained to the same standard.

This category includes projects that are regular, ongoing equipment replacement, and facility upgrades. Many lifecycle projects include funding over multiple years as the requirements are ongoing. As part of the College Plan, the College has been working to better identify and plan for regular equipment and facility replacement. Lifecycle projects include the ongoing replacement of computers so that the College is able to replace academic and administrative computers and classroom audio-video systems on a five-year replacement cycle. Similarly, there are college-wide projects to improve and update restrooms, update signage, repave parking lots, and replace roofs and ceiling tiles.

A student information technology fee was added in FY08 to provide a regular source of funding to provide for updating computer equipment like student computer labs.

4. **Obsolete Equipment**
This category includes the replacement and repair of equipment and facilities that have become obsolete. A number of these projects are funded from State Proposition 301 funds that the College has dedicated to ensuring that students are trained on equipment that they will be using when they enter the rapidly changing workforce. Included in this category are projects for health occupations programs and food services equipment, and science lab equipment. Also included in this category are the large expenditures for the replacement of the Central Plants (two chillers, two boilers, building pumps, and control systems).

While the college has processes for the assessment of student learning, evaluation of operations, planning and budgeting, and processes that relate the different areas, this has been identified as an area in which the institution can improve.

At the present time, the following processes are in place:

Criterion 5: 12
1. Per SPG 3105/DD, which outlines the Program Review process at the College through which subject areas are evaluated and improvements identified, Chancellor’s Cabinet reviews action plans and approves any funding requests that are deemed justifiable.

2. As described in 5.C.1, the approval process for expenditures over $5,000 that support the College Plan go through the capital budget process, which provides district-wide oversight and approval.

3. As work has progressed on Student Learning Outcomes (SLOs) in follow-up to the Monitoring Report, budget adjustments have been made to ensure adequate financial resources are available to support the process. This has included ongoing financial support for employees focusing on SLOs (for example, the stipend paid to over 60 faculty discipline leaders) and providing resources to pay for participation in the ETS Proficiently Profile to assess general education.

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

This subcomponent is addressed in the probation sanction section.

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

Board Policy 2409: Risk Management requires that the Pima Community College District develop and implement a risk management program, the purpose of which shall be to minimize risks of long-term costs of funding. The College is rated by Standard and Poor’s and Moody’s.

Pima Community College leverages a range of information during budget and strategic planning. For financial planning, this includes, but is not limited to, a consideration of state appropriations, property taxes, tuition revenue, revenue from differential tuition, estimated changes in medical insurance costs and other expenses. This is done to ensure the budget planning process fully considers possible fluctuations in revenue sources. As discussed in 5.A.5, budget planning takes into account a range of factors. For the most recent year, this included general fund revenue sources from state aid, tuition and property tax, the Governor of Arizona’s fiscal year 2015 proposed funding, proposed property tax levy, estimated tuition and fees, revenue from differential tuition and a summary of strategic priorities for the year.

For following figures are reproduced from the March 12, 2014 presentation to the Board of Governor’s and illustrate some of the factors that are considered in budget planning. (NEED TO GET ORIGINALS FROM FINANCE)
Budgeted general fund revenue sources as a percent of total revenue

Governor’s FY 2015 proposed funding for AZ community college
PCC tuition and fee charges per unit (in-state rates)

These data and other relevant information were shared with the Board of Governors in March 2014 to ensure the budget approval process addresses factors that could impact the College’s finances.

In addition, the College employs a resource allocation model in order to equitably distribute resources between the campuses based on changes in enrollment. Specifically, an adjunct faculty model allocates to the campuses the funding necessary to hire adjunct faculty based on estimated enrollment. During the year, the campus budgets are adjusted positively and negatively based on actual enrollments. This model ensures that the campuses have adequate resources to support additional course sections if demand increases above original estimates.

Supporting these processes, the College has in place and develops, as needed, financial projection models that allow for scenario-based and business plan-based decision-making. For example, financial projection models have been used to:

1. estimate the revenues and costs of new programs based on various enrollment and staffing estimates
2. determine the return on investment of capital expenditures
3. estimate the impact of state legislative actions
4. provide a long range budgetary view of revenues and expenses with five-year budget models that incorporate tax levy projections, tuition estimates, and expenditure projection.

5.C.5 Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.
As discussed in 5.C.3, as part of the strategic planning process, a list of possible strategic directions was developed based on a review of national and local literature. This included, but was not limited to:

1. AACC “Reclaiming the American Dream”
2. Arizona’s Higher Education Plan
3. Plan Tucson 2013
4. The Hispanic Chamber of Commerce Report
5. Governor’s reform plan
6. University of Arizona’s “Never Settle” report
7. PCC’s Blueprint for Healing report
8. Chancellor’s goals

The intention behind using this range of source documents was to ensure that development of the strategic plan included a full appreciation for upcoming changes that are being discussed at the national, state and county level. In addition, through the establishment of a planning process that includes broad internal and external membership, participants can provide their diverse expertise on emerging issues that need to be considered. As part of the new strategic planning processes described in 5.C.3, each year, the Strategic Planning Committee will reevaluate the external factors that impact the institution so that the strategic plan can be revised as needed.

5.D The institution works systematically to improve its performance.

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

The table below gives examples of the documentation and metrics the college uses to determine performance in operations. Examples cover a wide range of college operations, including the Chancellor’s Office, Finance, Academics and Information Technology.

<table>
<thead>
<tr>
<th>Selected Examples of Operational Evidence that has improved the College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional Effectiveness</strong></td>
</tr>
<tr>
<td>--------------------------------</td>
</tr>
<tr>
<td><strong>PCC Overall</strong></td>
</tr>
<tr>
<td><strong>Component Parts:</strong></td>
</tr>
<tr>
<td><strong>Chancellor’s Office</strong></td>
</tr>
</tbody>
</table>

Criterion 5: 16
5.D.2 The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Pima Community College learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts in several ways, including data mining, surveys, and peer review.

The chart at the beginning of section 5.D.1 lists numerous College components, and the College overall, along with selected examples of operational evidence for each. The data derived from the College’s
operations subsequently informed numerous decisions and improvements to the way the College operates. Although many more examples like these exist, the table below demonstrates that the College does generate data and then learns from and uses that data to make operational enhancements.

Additionally, the College uses many methods to compare operational experience with other institutions. Methods include surveys; attendance and participation at relevant conferences; comparisons to data in the Integrated Postsecondary Education Data System (IPEDS)\(^7\), peer institutions\(^8\), and other AZ community colleges\(^9\), and participation in the Voluntary Framework of Accountability\(^10\), etc. Some of this data was collected in the College’s Enterprise Resource Planning platform (Banner,) analyzed by Planning and Institutional Research, and presented to the College Planning Committee to inform new initiatives in the College Plan, which led to process improvements. In addition, the College participates in numerous surveys, which allows the College to aggregate data from the results.

The aggregated data is reviewed and used to evaluate current College operations. For example, the College participates in surveys like the Student Financial Services Policies and Procedures Survey from the National Association of College and University Business Officers (NACUBO)\(^11\) that “intends to provide bursars, student financial services directors, and other business office personnel an overview of the types of activities, systems, and practices in student financial services offices at NACUBO-member institutions.” Similarly, the College is an active participant member of the Arizona Community College Business Officials Council (ACCBOC) and regularly compares operational data with the other community colleges in Arizona. Furthermore, the College sponsored a “best practices” meeting of ACCBOC in order to learn ideas from others, compare College practices with other peer institutions in Arizona, and share both the College’s challenges and what works well.

In addition to work done by the institution itself, external consultants are sought when additional evaluation and expertize would be beneficial. One recent example that relates directly to operational efficiency is a review that was carried out into our business intelligence (BI) process. The College engaged with ASR Analytics, who conducted a review of processes and technology as it relates to data storage and usage. They met with a large number of employees to identify weaknesses and recommend a route forwards. The College received their draft report on March 25, 2014 and the final report and recommendations will be released soon. An internal group that crosses key functional areas (e.g. IT, PIR, Business Services) will discuss the recommendations, identify the best route forwards, and present recommendations to senior leadership. Recommendations from ASR include:

1. Establish an executive owner and organizational structure to support BI
2. Develop a training and knowledge management plan
3. Establish a college-wide data governance team

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\(^7\) IPEDS Data, [PCC Website](#)

\(^8\) Peer Institution List, [PCC Website](#)

\(^9\) Arizona Colleges and Universities, [Arizona Department of Education Website](#)

\(^10\) Voluntary Framework of Accountability Data, [PCC Website](#)

\(^11\) National Association of College and University Business Officers, [NACUBO Website](#)
Operational changes in the payroll department offer an excellent example of how the College uses data to inform action, take action, and then further improve upon these actions in a continuous fashion. Before 2012, the College used paper time sheets to collect employee time and attendance data using a manual, paper-driven process that was imperfect, cumbersome, and provided numerous avenues for errors. In 2010, the College conducted a comprehensive review of the current state of the College’s employee pay system to identify process improvement opportunities. Re-engineering and automating the College’s labor-intensive time & attendance process was a key recommendation from that effort, and was accepted by the College for inclusion in its 2011-2013 College Plan.

Subsequently, the College undertook the implementation of an enterprise-grade automated time and attendance system using the native, self-service time and attendance functionality available in the College’s current ERP system (the SunGard Banner Suite) known as Banner Web Time Entry. The project was completed by the end of 2012.

Web Time Entry provides an electronic interface for employees to record their time and attendance as well as a separate interface for supervisors to approve these records. The system has not eliminated all paper-based activity, however, as the electronic records must be submitted a day prior to the last day of a pay period, so a form for modifying records is required.

The College has continued to hone these new electronic time & attendance processes by designing and creating numerous reports, including exception reports, that are used to identify issues before the payroll process is run each payroll period. For example, in addition to numerous standard payroll reports that identify data like late time sheets, erroneous time charges, etc., a cadre of over 50 reports was also created by Business Systems and includes reports that identify such items as changes to active employees’ jobs; cancelled classes taught by adjunct faculty; adjunct faculty contract status; etc. Payroll staff analyzes the data on these reports, which provides the ability to correct potential errors before the payroll process is run.

For instance, the cancelled courses report identifies those courses that were canceled after the start of the semester and lists the adjunct faculty who were supposed to teach the classes. Payroll uses this data to ensure that adjunct faculty are not paid for courses that were cancelled and not taught during a semester. With the previous paper system, most of this data was unavailable before the payroll process was run. By using this report, issues are identified upfront and payroll staff is able to ensure that the payroll being run reduces the need to recoup overpayments from adjunct faculty after-the-fact, and that the payroll is as accurate as possible. Payroll processing time has been reduced from five days to 2.5 days and errors have been reduced by 80 percent. Payroll staff continues to regularly work with staff in

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12 Active Employee Change Report, Archive
13 Adjunct Faculty Cancelled Course Report, Archive
14 Adjunct Faculty Contract Status Report, Archive
Business Systems to develop new reports and processes to further streamline the payroll process while continuing to improve the accuracy each pay period.

Finally, the College’s 2014 strategic planning process\textsuperscript{15} has begun, starting with gathering data on the economic, political, and sociocultural landscape at the local, regional, and national level, examining strategic plans from a wide range of organizations, and soliciting input from College employees. This process is intended to include feedback mechanisms that track data describing the performance of College units and Campuses so that data informs improvements, improvements are then implemented, more data is collected, tracked, and analyzed, and the data is subsequently used to inform the next improvement steps in a systematic fashion.

Continuous improvement is just that: continuous. While this College will never be perfect and will always need improvement in some facets of the organization, the College continues to improve and make strides as it moves forward in an ever-changing environment.

\textsuperscript{15} Pima Community College Strategic Plan, 2014, PCC Website
Evaluative Summary

Strengths

- Pima, through careful planning and budgeting, has created a strong resource base for future efforts.
- PCC non-faculty staffing and salary levels compare favorably with peer institutions.
- PCC has robust processes in place to ensure that all faculty and staff are appropriately qualified for the position for which they are hired.
- Employees have ample opportunities to enhance their skills and knowledge; thus, promoting a culture of continuous improvement. PCC’s well-designed professional development program in place that includes: face-to-face training, online courses and books available 24/7 on the intranet through the Employee Development, funding to attend conferences, as well as a tuition waiver for employees who wish to further their education. Employees have ample opportunities to enhance their skills and knowledge; thus, promoting a culture of continuous improvement.

Challenges

- PCC has a higher than average student-to-faculty ratio as compared to peer institutions (IPEDS, 2008-2012). This is an opportunity for further review to determine if any remediation is required.
- Dealing with economic fluctuations and potential reductions in funding will continue to be a challenge for the College and will be at the forefront of budgeting and planning efforts into the future.
- Data warehousing and knowledge management are challenging areas for the College. This is being addressed through a comprehensive business intelligence analysis that will result in completely revamped data system designed to help the College continue to move towards a culture of evidence.

Criterion 5: 21
The Assumed Practices
The Assumed Practices

*Foundational to the Criteria and Core Components is a set of practices shared by institutions of higher education in the United States. Unlike Criteria and Core Components, these Assumed Practices are (1) generally matters to be determined as facts, rather than matters requiring professional judgment and (2) unlikely to vary by institutional mission or context.*

A. Integrity: Ethical and Responsible Conduct

1. Conflict of Interest Policy

*Pima Community College has a conflict of interest policy that ensures that the governing board and the senior administrative personnel act in the best interest of the institution.*

The Board of Governors, as stated in PCC Standard Practice Guide (SPG) 1402, will “not advance or protect their own interests, or the interests of others with whom they have relationships in ways that are detrimental to the College’s service to the community.” Additionally, Board members who have a conflict of interest are required to “publically declare the interest . . . file an appropriate disclosure of the interest . . . and refrain from voting upon . . . such a decision.”

Senior administrators of the College as stipulated in the Personnel Policy Statement for College Employees are subject to conflict of interest laws, which specifically address the areas of pecuniary or proprietary interest, nepotism, consensual relationships, and outside and secondary employment. Administrators are required to disclose any conflict of interest areas, including annually completing a Conflict of Interest disclosure form through the Office of the Chancellor. Additionally, if an administrator has a financial interest in any decision or transaction made or to be made by the College, besides disclosing such interest, he or she must “refrain from participating in any manner in such decision or transaction, including any contract, fee, grant, purchase, sale, service, benefit or any other matter.”

2. Ethics Policies for Faculty and Staff

*Pima Community College has ethics policies for faculty and staff regarding conflict of interest, nepotism, recruitment and admissions, financial aid, privacy of personal information, and contracting.*

As in the case of senior administrators, faculty and staff are bound by the same Standard Practice Guide and Personnel Statement in terms of conflicts of interest. However, since faculty may publish materials that could be used in College courses, the College has added a more specific policy statement guiding the selection of such material which states that the faculty member with a possible “pecuniary or proprietary interest in any proposed course materials” cannot be “involved in the decision-making process regarding the use of those course materials.” If such materials are adopted for a course, the faculty member must “receive written approval of the Provost or an official designee” and complete a Conflict of Interest Disclosure Form.

1. BP 1402 Conflict of Interest Policy
2. Personnel Policy Statement for College Employees
3. ARS 38-503; SPG 4201/CA
4. Pima Community College Faculty Personnel Policy Statement 2013/2014
The College has policies that address avoiding nepotism; promoting open and ethical recruitment and admissions of students; “maintaining high standards of honesty and integrity, free from personal considerations, bias, or favoritism” in College operations including the area of financial aid; protecting students’ personal information through following FERPA guidelines, providing a Student Information Release Form, providing guidelines for employees on proper data storage, and supplying a PCC Privacy Policy web page, and providing ethical guidelines in contracts and purchasing.

3. Information for College Employees and Students on Their Rights and Responsibilities

Pima Community College provides its students, administrators, faculty, and staff with policies and procedures informing them of their rights and responsibilities within the institution. The College informs students of College policies and procedures regarding their rights and responsibilities in a variety of ways including advising students of their rights under FERPA, providing information on ADA and the rights and responsibilities for students with disabilities, informing students through the Student Code of Conduct of “their responsibilities in regard to appropriate behavior and respect for others in the College community” while addressing issues such as academic ethics violations, sanctions, due process procedures, and suspension; and providing a Student Complaint Process website which gives information on procedures for complaints regarding grades, a faculty member, or other College-related complaints.

The College’s Personnel Common Policy Statement for College Employees describes the rights and responsibilities of all regular College employees with some policies also covering temporary employees and adjunct faculty; this document covers a broad range of topics including sexual harassment, ADA accommodations, conflict of interest, benefits, leaves, code of conduct, and grievance procedures. In addition to this document, the College provides more specific rights and responsibilities statements through personnel statements for various employee groups. The Administrative Personnel Policy Statement includes terms of employment, contracts and administrative reassignments, professional development and professional review of administrators. The Faculty Personnel Policy Statement includes information on workload, accountability, non-teaching supplemental assignments, recruitment, compensation, professional development, leaves, and complaints regarding faculty. The Classified Exempt Personnel Policy Statement and the Classified Non-Exempt Personnel Policy Statement includes

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5 Pima Community College Personnel Common Policy Statement for College Employees 2013/2014
6 BP-1501 Equal Employment Opportunity, ADA, Non-Discrimination and Anti-Harassment (including Sexual Harassment), also referred to in Common Policy Title I.B, G.2. Also Open Enrollment SPG.
7 Pima Community College Personnel Common Policy Statement for College Employees 2013/2014
8 PCC FERPA Information; Introduction to FERPA form (Intranet); Student Information Release Form; Acceptable Use of Information Technology Resources Form (Intranet); PCC Privacy Policy
9 BP-1302: Contracts; SPG-1302/AB Contracts; Purchasing Procedures Manual
10 Family Educational Rights and Privacy Act (FERPA)
11 Disabled Student Resources, Rights and Responsibilities and Disabled Student Resources, ADA 504 Legal Rights
12 Student Code of Conduct
13 Student Complaint Process
14 Pima Community College Personnel Common Policy Statement for College Employees 2013/2014
15 Administrative Personnel Policy Statement
16 Faculty Personnel Policy Statement

Assumed Practices: 3
information on compensation, performance evaluation, selection process for vacancies, leaves, professional development, and step progression plans.\textsuperscript{17} The College also informs employees of their right to use EthicsPoint, a third-party hotline provider, if they believe “violations of policies or standards have occurred and they prefer “to place an anonymous report.”\textsuperscript{18}

4. Information on Procedures for Complaints and Grievances

\textit{Pima Community College provides clear information regarding its procedures for receiving complaints and grievances from students and other constituencies, responds to them in a timely manner, and analyzes them to improve its processes.}

In August 2013, Pima Community College submitted a “Monitoring Report on Assumed Practices A.4 (Complaints and Grievances) and B.2.c (Faculty Oversight of Curriculum).”\textsuperscript{19} Since this time, the College has been engaged in significantly revising its procedures for receiving and responding to complaints and grievances. Please see the “Monitoring Report Follow-Up” chapter in this Self-Study for a complete description of updated complaint and grievance procedures.

5. Complete and Clear Information to the Public

\textit{Pima Community College makes readily available to students and to the general public clear and complete information including:

\begin{itemize}
  \item a. statements of mission, vision, and values
  \item b. full description of the requirements for its programs, including all pre-requisite courses
  \item c. requirements for admission both to the institution and to particular programs or majors
\end{itemize}

The College’s mission, “to develop our community through learning;” it’s vision, “to provide access to learning without the limits of time, place, or distance;” and it’s values, “accountability, diversity, innovation, integrity, people, and quality” are readily available to the public on the College website.\textsuperscript{20}

Pima’s online catalog provides a complete listing of courses required for all credit programs and degrees, including prerequisites, and also describes the requirements for the College’s Center for Training and Development programs.\textsuperscript{21}

Institutional admission requirements and application processes are easily accessible on the “New Students” tab on the PCC public webpage as well in the PCC catalog which is accessible from the College’s homepage.\textsuperscript{22}

Additional admission requirements for specific programs (including program prerequisites) are accessible on the PCC public website under the “Programs and Courses” tab as well as in the catalog.\textsuperscript{23} For programs with a limited enrollment selective admission process, RG-3506/A specifies that the faculty and appropriate administrators of such programs develop the selective

\begin{itemize}
  \item \textsuperscript{17} \textit{Classified Exempt Personnel Policy Statement} and the \textit{Classified Non-Exempt Personnel Policy Statement}
  \item \textsuperscript{18} \textit{Hotline for Ethics: Pima Community College intranet (Access)}
  \item \textsuperscript{19} \textit{Monitoring Report on Assumed Practices on A.4 and B.2.c}
  \item \textsuperscript{20} \textit{Mission, Vision, Values Statement}
  \item \textsuperscript{21} \textit{Pima Catalog 2013-14; Credit Programs and Degrees ; Center for Training and Development Programs}
  \item \textsuperscript{22} \textit{New Student Admission Requirements}
  \item \textsuperscript{23} \textit{Program and Course Requirements}
\end{itemize}
admission process, which is reviewed and approved by the Provost and then “clearly stated in the College online program information.”

d. policies on acceptance of transfer credit, including how credit is applied to degree requirements
Board Policy 3111, available on the College website, describes Pima’s process of accepting transfer credit from other accredited institutions, including the minimum grade necessary, the student’s responsibility to supply an official transcript, and, at a “student’s written request,” the Registrar’s Office role in evaluating all “requests for transfer of credit.” Additional Board policies covering statewide transfer policies (AGEC) are also readily available on the Pima website.

e. all student costs, including tuition, fees, training, and incidentals; its financial aid policies, practices, and requirements; and its policy on refunds
Information regarding PCC’s overall tuition, fees, training, and incidental costs can be found on the PCC website and the catalog. Programs with program-specific costs such as Nursing list such costs on the website as well. Additionally, the College provides full information on courses that charge differential tuition. The College provides financial aid policies, practices, and requirements for students through their online My Pima Financial Aid tab in students’ My Pima accounts; this information as well as information on the College’s refund policy is also available through Pima’s website.

f. policies regarding academic good standing, probation, and dismissal; residency or enrollment requirements (if any)
Pima’s policies on standards of academic progress, probation, disqualification, and residency requirements are readily available on the Pima website and in the catalog.

g. a full list of its instructors and their academic credentials
The College’s catalog provides a list of full-time faculty, including the subjects they teach and their academic credentials. In order to provide more complete information to students and the general public, the College has recently posted a list of all full-time and adjunct faculty along with their credentials on the Pima website.

h. its relationship with any parent organization (corporation, hospital, or church, or other entity that owns the institution) and any external providers of its instruction.
The College has no ties to a parent organization. Pima contracts with Ed2Go to provide its online Continuing Education Units and informs the public on its website that Ed2Go is the

24 RG-3506/A
25 Board Policy 3111 Transfer Credit
26 AGEC Policy and Statewide Agreements
27 Paying for School Costs and in the Pima Catalog 2013-14
28 Nursing Program Costs
29 Differential Tuition
30 Paying for School, Financial Aid Information; Refund Policy
31 Academic Progress; Residency Requirements; Pima Catalog 2013-2014
32 Pima Catalog 2013-14
33 PCC Faculty List with Credentials

Assumed Practices: 5
provider. The College has also clarified on the website that such courses do not earn credit and cannot be transferred to the College’s credit programs. For Pima’s credit courses that are designed and delivered via Workforce contracts, the College clearly indicates on its website that the credits from such courses can only be applied to Pima’s Associate and Applied Science degree in Business and Industry Technology and clearly displays links to its national partners.

6. Accurate and Complete Public Data
Pima Community College assures that all data it makes public are accurate and complete, including those reporting on student achievement of learning and student persistence, retention, and completion.

Pima Community College makes a number of reports available to the public. Under “Student Reports” Pima includes information on “Success Indicators,” the “Graduate Report,” the “Graduate Exit Survey,” and “Enrollment Trends” and under “Federal Reporting” the College includes information reported to the Department of Education’s Integrated Postsecondary Education Data System (IPEDS) including data on student diversity, financial aid, and retention and completion rates.

The College through the Planning and Institutional Research office (PIR) has an internal process for project verification to ensure reported data are accurate and complete. This process includes the work of the lead analyst who completes the research, prepares the report, and check for internal consistency with other studies or results; a project verifier who checks the report’s source validity, analysis process, calculations, and use of English; and a final approval from the supervisor familiar with the area of the report or study. PIR works closely with the Registrar’s Office and the Informational Technology team who are involved with the input and management of student data, primarily in the Banner student information system used at PCC.

7. Accurate Descriptions of Relationships with the HLC and Other Accreditation Agencies
Pima Community College portrays clearly and accurately to the public its current status with the Higher Learning Commission and with specialized, national, and professional accreditation agencies.

The College clearly and accurately conveys information to the public on its current status with the Higher Learning Commission through its “PCC Addresses Probation” webpage, which is readily accessible through a link on the PCC homepage. The webpage features “Recent Activities” and “Key Actions Identified by the HLC” links as well as links to HLC resources, “Accreditation FAQ,” and links to videos and presentation on Pima’s accreditation status and relationship with the HLC.

a. An institution offering programs that require specialized accreditation or recognition by a state licensing board or other entity in order for its students to be certified or to sit for the licensing examination in states where its students reside either has the appropriate accreditation and recognition or discloses publicly and clearly the consequences to the students of the lack thereof. The institution makes clear to students the distinction between regional and specialized program accreditation and the relationships between licensure and the various types of accreditation.

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34 Non Credit / Ed2Go
35 PCC Reports
36 PCC Addresses Probation

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The College is currently gathering and moving all relevant information regarding specialized program accreditation and licensure from a hardcopy system stored in the Program Services Office to the new digital Program Accreditation Student Credential (PASC) system. The PASC system details each accrediting agency, state-licensing board, and/or third party specialized testing for each program within each discipline. Details include address information, evidence of accreditation, license or testing and effective period of accreditation, license or test.

b. An institution offering programs eligible for specialized accreditation at multiple locations discloses the accreditation status and recognition of the program by state licensing boards at each location.

Currently, Pima has two programs eligible for specialized accreditation at two or more locations: The Licensed Practical Nurse Certificate at Desert Vista Campus (CTD, Clock Hours) and at West Campus (Credit) and the Emergency Medical Technician, Basic B at East Campus and Community Campus. Information on the accreditation status and recognition of the program by state licensing boards for all locations is available on the PASC system.

c. When Pima Community College advertises a program as preparation for a licensure, certification, or other qualifying examination it publicly discloses its pass rate on that examination, unless such information is not available to the institution.

The College, through instituting the new digital Program Accreditation Student Credential (PASC) system, is collecting and reporting on students’ external credentials, including but not limited to external examination results. The information about student external credentials, aggregated by program stored in the designated PASC database, will be available to the public through the Pima website.

8. “Public Members” on Governing Board

Pima Community College’s governing board and its executive committee, if it has one, include some “public” members. Public members have no significant administrative position or any ownership interest in any of the following: the institution itself; a company that does substantial business with the institution; a company or organization with which the institution has a substantial partnership; a parent, ultimate parent, affiliate, or subsidiary corporation, an investment group or firm substantially involved with one of the above organizations. All publicly-elected members or members appointed by publicly-elected individuals or bodies (governors, elected legislative bodies) are public members.

The College’s five governing board members are all publicly elected; various Arizona Revised Statutes (A.R.S.) define the College Board governance as consisting of publicly elected individuals, identifies such members as distinct from those serving as administrators for the institution, and outlines ethical guidelines for publicly elected officials.37 Pima has its own conflict of interest statement for the governing board, “Members will not advance or protect their own interests, or the interest of others with whom they have relationships,”38 and its own Code of Ethics for board members which states that “any Board member who has, or whose relative has, a substantial interest in any decision, contract, sale, purchase, or service to Pima Community College shall make known that interest in the official records of Pima Community

37 ARS 15-1441; ARS Title 38 (see 38-501 to 38-511)
38 BP 1402 Conflict of Interest Policy

Assumed Practices: 7
College and shall refrain from voting upon or otherwise participating in any manner in such
decision, contract, sale or purchase."39

9. Authority of the Governing Board
Pima Community College’s Governing Board has the authority to approve the annual budget and
to engage and dismiss the chief executive officer.
By statutory requirements as well as board policies, Pima’s Board of Governors is authorized to
approve the annual budget and to delegate to “the Chief Executive Officer, who is turn may
delegate to the Chief Fiscal Officer, authority to implement the budget as approved by the Board
of Governors.”40 Pima’s Board of Governors following Arizona statutes and board bylaws
exercises the authority to “appoint and employ a chief executive officer, administrators, faculty
and such other officers and employees it deems necessary” as well as “remove any officer or
employee when in its judgment the interests of education in the state so require.”41

10. Documentation of Outsourcing Agreements
Pima Community College documents outsourcing of all services in written agreements, including
agreements with parent or affiliated organizations.
The College follows specific processes and procedures when outsourcing, which include
generating written agreements according to PCC protocol.42

11. Taking Responsibility for the Ethical Behavior of Contractual Partners
Pima Community College takes responsibility for the ethical and responsible behavior of its
contractual partners in relation to actions taken on its behalf.
The College utilizes both standard and non-standard terms and conditions to assure that
contractual partners are responsible and ethical. PCC standard contracts require adherence to
all state and federal laws including laws preventing discrimination. Standard contracts include
“Purchase Order Terms and Conditions,” “Construction Notice Inviting Sealed Bids,” and
“Request for Proposals.”43 Contracts, which feature additional terms and conditions more
specific to the types of services being contracted, include the College’s contracts for food service
(Sodexo), bookstore management (Follett), and beverage vending (Gilly).44 Such additional
requirements provide further guidelines for appropriate actions undertaken on behalf of the
College by such contractual partners.

B. Teaching and Learning: Quality, Resources, and Support

1. Programs, Courses, and Credits
a. Pima Community College conforms to commonly accepted minimum program length: 60
semester credits for associate’s degrees, 120 semester credits for bachelor’s degrees, and 30

39 Board Bylaws ;  
40 A.R.S. 15-1461 ; Board Policy 2403  
41 Board Bylaws  
42 SPG 1302 AB ; PCC Purchasing Manual ; Standard Purchase Order Terms and Conditions  
43 Standard Purchase Order Terms and Conditions; two additional standard contracts are available in the PCC 2014 Self-Study Archives.  
44 Sodexco, Follett, and Gilly contracts are available in the PCC 2014 Self-Study Archives.
semester credits beyond the bachelor’s for master’s degrees. Any variation from these minima must be explained and justified.
PCC Board Policy 1307 clearly states that associate degrees at Pima require 60 or more credit hours.\textsuperscript{45} This policy is stated in several places, including the College catalog and under “Graduation Requirements” on the PCC website.\textsuperscript{46} PCC does not offer bachelors or master’s degrees.

b. \textit{Pima Community College maintains structures or practices that ensure the coherence and quality of the programs for which they award a degree. Typically institutions will require that at minimum 30 of the 120 credits earned for the bachelor’s degree and 15 of the 60 credits for the associate’s degree be credits earned at the institution itself, through arrangements with other accredited institutions, or through contractual relationships approved by the Commission. Any variation from the typical minima must be explained and justified.}
PCC Board Policy 1307 states that at least 15 credits for the associate’s degree must be earned at Pima; this is noted as well under Graduation Requirements both in the catalog and the website.\textsuperscript{47}

c. \textit{The institution’s policy and practice assure that at least 50\% of courses applied to a graduate program are courses designed for graduate work, rather than undergraduate courses credited toward a graduate degree.}
Pima Community College does not offer graduate programs.

d. \textit{Pima Community College adheres to policies on student academic load per term that reflect reasonable expectations for successful learning and course completion.}
To promote student success and retention, a limit is placed on the number of credits in which a student can enroll each term. Students can enroll in a maximum of 18 credit hours the fall and spring semesters and 12 credit hours in the summer sessions. Enrollment beyond these limits requires approval from a Vice President of Student Development or designee. (The College’s registration system, Banner, prevents students from enrolling in more than the maximum Pima credits without special permission.) The College encourages students to meet with an advisor to discuss the appropriate maximum number of credits for their individual circumstances and to take into account credits or coursework taken concurrently outside of Pima Community College.

e. \textit{Courses that carry academic credit toward college-level credentials have content and rigor appropriate to higher education.}
Most of the College’s courses, including all of our academic courses, are articulated with the three state universities under the Course Equivalency Guide for Arizona public institutions; the process of articulation with other state higher education providers helps ensure that Pima Community College courses maintain appropriate content and rigor.\textsuperscript{48} Additionally, Pima’s AAS degrees are accepted as applying toward the state universities’ Bachelor of Applied Science degrees.\textsuperscript{49}

\textsuperscript{45} Board Policy 3107
\textsuperscript{46} Programs and Courses, College Catalog; Graduation Requirements
\textsuperscript{47} Board Policy 3107; Graduation Requirements
\textsuperscript{48} Course Equivalency Guide
\textsuperscript{49} Transfer: AAS to BAS
f. **Pima Community College** has a process for ensuring that all courses transferred and applied toward degree requirements demonstrate equivalence with its own courses required for that degree or are of equivalent rigor. The College requires that courses accepted for transfer credit must be applicable to a program of study at PCC per Board Policy 3111 and the corresponding SPG outlines the standards and requirements that must be used during the transfer credit evaluation and articulation process. These include the Registrar’s Office reviewing each new request for transfer course evaluation to ensure that the course being evaluated was taken at a regionally accredited institution at a time when the institution was accredited; that the grades given are comparable to a C or passing grade at PCC; and that the published course content of the course being evaluated is comparable to our course content, level, and rigor.

g. **Pima Community College** has a clear policy on the maximum allowable credit for prior learning as a reasonable proportion of the credits required to complete the student’s program. Credit awarded for prior learning is documented, evaluated, and appropriate for the level of degree awarded. (Note that this requirement does not apply to courses transferred from other institutions.)

The College allows a maximum of 67% of a program’s credits to be earned through prior learning assessment. Prior learning credits do not apply toward the minimum credits required to be earned at PCC toward degrees and certificates. The College, per SPG 3101-AA, follows clear protocols on the documentation, evaluation, and transcription of credit for prior learning.

h. **Pima Community College** maintains a minimum requirement for general education for all of its general education for all of its undergraduate programs whether through a traditional practice of distributed curricula (15 semester credits for AAS degrees, 24 for AS or AA degrees, and 30 for bachelor’s degrees) or through integrated, embedded, interdisciplinary or other accepted models that demonstrate a minimum requirement equivalent to the distributed model. Any variation is explained and justified.

The College uses the traditional practice of distributed curricula for general education and sees “general education” as the “core of learning in associate and certificate programs.” To this end, the College maintains a minimum requirement of 35 general education credits for AA and AS degrees, and a minimum of 18 credits for AAS degrees. General education requirements are specified in detail in both the catalog and on PCC’s website.

2. **Faculty Roles and Qualifications**

a. At Pima Community College, instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) possess an academic degree relevant to what they are teaching and at least one level above the level at which they teach, except in programs for terminal degrees or when equivalent experience is established. In terminal degree programs, faculty members possess the same level of degree. When faculty members are employed based on equivalent experience, the institution defines a minimum threshold of experience and an evaluation process that is used in the appointment process.

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50 Board Policy 3111; SPG 3111AA
51 Board Policy 3117
52 Rg 3117-A
53 General Education Requirements and Transfer; Programs and Degrees, General Education; New Student Orientation "Earning a Degree"
At the College, faculty teaching academic courses must possess either a master’s degree in the field in which they are teaching or a master’s degree with at least 18 graduate hours in the field. If the discipline does not offer a master’s degree, 24 graduate hours in the subject are required. Faculty teaching in occupational areas can be certified to teach in such areas by any one of the following: a master’s degree in the area, three years experience in the subject area with a bachelor’s degree in any field, five years experience in the subject area with an associate’s degree, license or certification in the subject area, or 64 credits in the subject area. Pima has clearly stated processes for evaluating the “minimum threshold of experience,” including the need for faculty to provide licensure and certificate information as well as specific information that must be included in letters from employers describing such experience.

b. Instructors teaching at the doctoral level have a record of recognized scholarship, creative endeavor, or achievement in practice commensurate with doctoral expectations. Pima Community College does not offer coursework at the doctoral level.

c. Faculty participate substantially in:

1. oversight of the curriculum—its development and implementation, academic substance, currency, and relevance for internal and external constituencies; In August 2013, Pima Community College submitted a “Monitoring Report on Assumed Practices A.4 (Complaints and Grievances) and B.2.c (Faculty Oversight of Curriculum).” Please see the “Monitoring Report Follow-Up” chapter in this Self-Study for specific updated policies and procedures addressing faculty oversight of the curriculum.

2. assurance of consistency in the level and quality of instruction and in the expectations of student performance; Pima Community College has clearly outlined policies and procedures for assuring consistency in the level and quality of instruction and in the expectations of student performance and for ensuring that faculty have oversight of such procedures. These policies and procedures include faculty participation in their disciplines’ Articulation Task Force (ATF) and CDACs (College Discipline Area Committees) which help to set expectations for consistency in instruction; faculty contributions to setting minimum qualifications for instructors at the College; and faculty initiatives in setting appropriate student performance objectives through creating course objectives and outlines as well as SLOs (Student Learning Outcomes).

3. establishment of the academic qualifications for instructional personnel; Pima Community College has clearly outlined policies and procedures for determining the academic qualifications of instructional personnel and for ensuring that faculty have oversight of such qualifications. The process for ensuring that academic qualifications for instructional personnel are met is a collaborative effort on the part of Contracts and Certification Office, College Discipline Area Committee (CDAC) Faculty, Discipline Standards Faculty (DSF), and administration as outlined by Standard Practice Guide (SPG)-3001/AA. However, the responsibility for determining the academic qualifications belongs to faculty: the CDACs and

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54 Faculty Standards and Qualifications, RG-3001/A
55 Faculty Standards and Qualifications, SPG-3001/AA
56 Monitoring Report on Assumed Practices on A.4 and B.2.c
57 Arizona Articulation Task Force website
58 Faculty Standards and Qualifications

Assumed Practices: 11
DSFs define the required academic qualifications and credentials. The CDACS, per SPG-3001/AA, “determine minimum qualifications for the teaching fields and each prefix disciplines.” DSF’s provide clarification to staff and administrators when there are questions on academic qualifications for potential instructional personnel.

4. **analysis of data and appropriate action on assessment of student learning and program completion.**

In January 2013, Pima Community College submitted a “Monitoring Report on the Assessment of Student Learning Outcomes” as requested by the HLC, highlighting a number of improvements in PCC’s SLO process. The report included College initiatives to increase the number of faculty participating across the College in SLO work. However, from its inception, the PCC SLO process has been truly ‘faculty-driven’ with analysis of data and decisions on appropriate action made by each discipline’s faculty members rather than by Planning and Institutional Research (PIR) or administrators or staff. Through the process of Program Review, faculty members also analyze data and suggest appropriate action on program completion.

3. **Support Services**

a. **Financial aid advising clearly and comprehensively reviews students’ eligibility for financial assistance and assists students in a full understanding of their debt and its consequences.**

The College offers a number of ways to assist students in both reviewing their eligibility for financial aid and in understanding their responsibilities in accepting such financial aid. The “2013-2014 Online Financial Aid Orientation” clearly explains the FAFSA process including outlining the loan process, showing the difference between subsidized and unsubsidized loans, and explaining the cost of repayment on student loans; help sessions are offered for drop-in FAFSA assistance; and the “Paying for College” webpage on the College website provides a good overview of avenues of financial assistance to attend college.

b. **Pima Community College maintains timely and accurate transcript and records services.**

Board Policy 3502 states that the “College will establish and maintain official permanent records for all students and shall assure the quality and integrity of those records and that records are stored in a secure environment.” The College efficiently processes student requests for PCC official transcripts; standard requests are processed in five to seven business days and for an additional free a ‘rush’ request can be processed in one day. Additionally, students have immediate access to their unofficial PCC transcript at any time online through their My Pima account.

C. **Teaching and Learning: Evaluation and Improvement**

1. **Instructor Authority for Grading**

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59 Monitoring Report on the Assessment of Student Learning Outcomes
60 SPG-3105 Program Review
61 2013-2014 Online Financial Aid Orientation
62 Financial Aid Help Sessions
63 Paying for College
64 Board Policy 3502
65 Transcript Request

Assumed Practices: 12
Instructors (excluding for this requirement teaching assistants enrolled in a graduate program and supervised by faculty) at Pima Community College have the authority for the assignment of grades. (This requirement allows for collective responsibility, as when a faculty committee has the authority to override a grade on appeal).

Section II.A.S of the 2013/2014 Faculty Personnel Policy clearly indicates that instructors “shall maintain the right and responsibility to determine grades and other evaluation of students within the grading policies . . . of the College” based upon their professional judgment. This judgment includes awarding of grades such as Incompletes (I) and Withdrawals (W) as well as making any grade changes.66

2. Appropriate Transcription of Credit
Pima Community College refrains from the transcription of credit from other institutions or providers that it will not apply to its own programs.

The College accepts course work “completed at other accredited institutions with a grade of C, its equivalent, or better” given that such course work is “applicable towards the student program objective” at the College.67 Just as courses below the 100 level cannot be used to meet PCC program requirements except as necessary pre-requisites, so the College refrains from applying transfer courses below the 100 level to PCC programs; these courses are accepted as program pre-requisites only.68 Additionally, Pima caps the number of elective units not correlating to articulated courses which can be transferred in following its own policy of counting no more than 42 elective credits towards a PCC degree, whether earned at Pima or elsewhere.69

3. Agreements for Internships and Clinical Placements
Pima Community College has formal and current written agreements for managing any internships and clinical placements included in its programs.

The College outlines the responsibilities of internship partners in written guidelines; additionally, faculty must meet with students who are planning to do an internship to “establish measurable internship outcomes, learning goals and objectives in the Student Learning Plan” through which the internship is managed.70 Programs with clinical placements maintain formal and current written agreements with clinical providers.

4. Single-Purpose Institution Accreditation
A predominantly or solely single-purpose institution in fields that require licensure for practice is also accredited by or is actively in the process of applying to a recognized specialized accrediting agency for each field, if such agency exists.

Pima Community College is not a predominantly or solely “single-purpose” institution.

5. Communicating Course Requirements
Pima Community College instructors communicate course requirements to students in writing and in a timely manner.

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66 Personnel Policy Faculty; Grading Policies, Pima Catalog
67 Board Policy 3111
68 SPG 3111-AA
69 SPG 3111-AA
70 Internships; Responsibilities, Internship Parties

Assumed Practices: 13
The College requires all instructors of credit courses to provide course requirements including “attendance requirements and grading criteria” for each course section they teach. Additionally, faculty must supply such course requirements “by the first day of class for each section taught. If that date is delayed, the course information must be received by the end of the ‘add’ period.”

6. Data on Assessment of Student Learning

Pima Community College’s institutional data on assessment of student learning are accurate and address the full range of students who enroll.

The College’s Student Learning Outcomes process is grounded by the participation of faculty members across a wide variety of disciplines who create, collect, analyze, and report data on SLOs. Aggregated data are examined and reviewed by those faculty members engaged in the process, by SLO ‘Discipline Leaders’ (DL) who help facilitate faculty members’ engagement in SLOs and attend training sessions in collecting and using SLO information, and also by several College-wide ‘SLO Facilitators.’ Ultimately, such data is entered by SLO Discipline Leaders into the College’s SLO data collection system, TracDat, and is reviewed for accuracy and validity by an analyst in Planning and Institutional Research, David Purkiss. In program or discipline level SLOs, faculty collect data from a variety of courses and course levels in a given program or discipline, resulting in data from a wide array of students. Additionally, the College now collects data on SLOs from each course section via the “Integrated Faculty Interface” as instructors fill out information on how a given course meets College-wide SLOs before submitting final grades, thus ensuring that the full range of courses, disciplines, and students are represented in SLO data.

7. Data on Student Retention, Persistence, and Completion

Institutional data on student retention, persistence, and completion are accurate and address the full range of students who enroll.

The College tracks student retention, persistence, and completion. The Office of Planning and Institutional Research provides institutional data for federal reporting on retention and completion; this data covers the full range of students who are enrolled at the College. PCC also tracks student persistence rates for the full range of students who enroll. The College through the Planning and Institutional Research office (PIR) has an internal process for project verification to ensure reported data are accurate and complete. This process includes the work of the lead analyst who completes the research, prepares the report, and check for internal consistency with other studies or results; a project verifier who checks the report’s source validity, analysis process, calculations, and use of English; and a final review from the supervisor familiar with the area of the report or study. PIR works closely with the Registrar’s Office and the Informational Technology team who are involved with the input and management of student data, primarily in the Banner student information system used at PCC.

D. Resources, Planning, and Institutional Effectiveness

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71 Board Policy 3113
72 Personnel Policy Faculty
73 TracDat Manual; SLO Monitoring Report
74 SLO Monitoring Report
75 Federal Reporting
76 Student Reports

Assumed Practices: 14
1. Meeting Current Financial Obligations
*Pima Community College is able to meet its current financial obligations.*

Standard and Poor’s and Moody’s bond ratings of the College both make note of the College’s strong financial position; Moody’s report specifically references Pima’s good “liquidity” (cash or cash equivalents) which is a common measure of ability to meet current obligations. Additionally, the HLC Institutional Update documentation provided to the HLC in April 2013 favorably calculates PCC’s financial strength using measures such as debt ratios and other commonly accepted measures.

2. Prepared Budget
*Pima Community College has a prepared budget for the current year and the capacity to compare it with budgets and actual results of previous years.*

The College’s prepares an annual College-wide budget each fiscal year and the budgets for fiscal year 2014 as well as budgets from recent fiscal years are accessible on the College’s website. In addition, current and historical financial data is stored in the College’s enterprise resource planning system (Banner) and is available for analysis and comparison purposes. Data from 1999 to current is readily available.

3. Long-Term Financial Sustainability
*Pima Community College has future financial projections addressing its long-term financial sustainability.*

The College, through its annual budget planning process, addresses long-term financial sustainability by looking at necessary future expenditures (i.e., capital projects) as well as future revenue projections, (i.e., tuition and fees, state appropriations, and property taxes). Past College Plans have delineated College initiatives that were then transformed into budgetary priorities at the College. Some of these initiatives provided the basis for projects listed in the annual Capital Budget Plan. The capital budget plan process identifies equipment replacement and facility projects greater than $5,000 that meets the needs and serves the mission of the College. Campuses and District Office units submit capital requests for their areas, prioritize their requests, and identify potential funding sources. A workgroup consisting primarily of the Presidents, Executive Vice Chancellors, and Vice Chancellors subsequently review and prioritize the projects to ensure safety of facilities and equipment, to meet accreditation requirements, to maintain standards of operation, to upgrade antiquated facilities and technologies, and to meet College Plan objectives. The estimated funds available for each year determine the final list of recommended projects.

4. Systems for Using Institutional Information
*Pima Community College maintains effective systems for collecting, analyzing, and using institutional information.*

The primary data collection system at the College is an Ellucian product, the Banner student information system. Banner is a widely used software product for higher education institutions.

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*77 Standard and Poors PCC June 2013; Standard and Poors PCC May 2013*
*78 Budget 2014; Finance Reports*
*80 PCC-FY2014-15 Capital Budget Proposal*
and is a transactional database used by Pima to record information regarding students, finance and accounting, financial aid, human resources, and other functional areas of the College. Additionally, other College departments use systems that provide functionality in addition to Banner. A sampling of additional systems includes FAMIS (facilities), PeopleAdmin (Human resources), TouchNet (student accounts), and FootPrints (Information Technology). The College uses a range of tools for analyzing and reporting information and has a reporting platform that utilizes Business Objects software to prepare reports for end users, specifically, through Crystal Reports. Pima also uses Web Intelligence, part of the Business Objects suite, which is an interactive reporting tool that allows on-the-fly analysis of data sets. This tool has been used at the College to analyze enrollment demographics and student success indicators as well as in a longitudinal study of student success in developmental education. Additionally, the College uses both Microsoft Access and Excel to extract data from Banner and carry out analysis of College data. Such data is widely used in developing course schedules each semester, and in generating reports for state or federal purposes, for community information, and for strategic planning.

5. External Audit

*Pima Community College undergoes an external audit by a certified public accountant or a public audit agency of its finances separately from the finances of any other related entity or parent corporation. For public institutions the audit is annual; for private institutions it is at least every two years.*

Numerous audits of the College’s finances are conducted annually by external agencies. For example, for fiscal year 2013, the Office of the Auditor General for the State of Arizona prepared the financial audit, a report on internal controls and compliance, and the single audit. These audit reports are posted on the College’s website. In addition, the College meets the criteria established by generally accepted by accounting principles (GAAP) and the Governmental Accounting Standards Board (GASB) as an independent reporting entity and its audit is not tied to any other entity or institution.81

6. Administrative Structure

*Pima Community College’s administrative structure includes a chief executive officer, chief financial officer, and chief academic officer (titles may vary) with appropriate credentials and experience and sufficient focus on the institution to ensure appropriate leadership and oversight. The College’s organizational structure clearly outlines the position and responsibilities of a chief executive officer, Chancellor; a chief financial officer, Executive Vice Chancellor for Finance and Administration; and a chief academic officer, Provost/Executive Vice Chancellor.*82 Comparing the PCC job classifications and job announcements for such positions to the resumes of the current Chancellor, Dr. Lee Lambert; the current Executive Vice Chancellor for Finance and Administration, Dr. David Bea; and the most recent Provost/Executive Vice Chancellor, Dr. Jerry Migler, highlights the strengths of these executive officers in both credentials, experience, and focus in providing executive leadership to Pima Community College.83

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81 Finance Reports
82 Executive Positions, Classifications
83 Executive Positions, Classifications

Assumed Practices: 16
Federal Compliance
Federal Compliance

Assignment of Credits, Program Length, and Tuition

Information on Academic Programs

Program completion and student learning experiences are measured in terms of semester hours. Program lengths are defined by Board Policy¹ and commonly accepted practices of higher institutions. An associates degree is measured as 60 credit-hours and certificates to individually prescribed lengths under 60 credit-hours. PCC Regulation sets the lower and upper limits on credentials awarded.² Requirements for specific programs, including workforce programs, can be found in the Course Catalog.³

In 2013-2014 a team of PCC administrators, faculty, and staff reviewed and reported on the definition of a credit hour.⁴ The finalized report was endorsed by the Faculty Senate. According to this report, the lengths of degree programs are based on commonly accepted practices that are determined through a process of benchmarking with other institutions of higher learning, as well as based on the Federal definitions of a credit hour⁵ and policies governed by the Arizona Board of Regents (ABOR).⁶ Details on how the College determines the equation of credit hours and program lengths to intended learning outcomes can be found in the College Curriculum Procedures Manual as outlined by SPG-3106B/A.⁷ Information on the College’s Assignment of Credit Hours and Clock Hours will be included in the July 31 document.

PCC tuition costs and fees for in-state residents and non-residents are listed on the Website,⁸ differential tuition is listed there as well. Differential tuition costs are based on the cost of providing specific types of courses using a formula outlined in the 2012 “Differential Tuition Timeline for Yearly Review”⁹ and approved by the Chancellor’s Cabinet.¹⁰ Two levels of differential tuition exist, A and B, the justification for each is as follows: cost of a discipline’s courses has to be at least double the College median for two or more consecutive years in order to qualify for differential tuition. Courses falling under differential tuition level A cost the College 2.0-3.9 times the median, and courses falling under level B cost 4.0 or more times the median.¹¹ Factors that make a course cost more may include, the class size requirements of accrediting agencies, and/or expensive equipment that must be regularly updated to meet industry standards. A complete list of programs falling under each level is found on the PCC Website.¹²

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¹ BP-3107
² RG-3105/C
³ Course Catalog, pp.67-274 & pp.600-608
⁴ Fast Action Team Report on Def. of a Credit Hour
⁵ eCode of Federal Regulations, Title 34, Section 600.2
⁶ Arizona Board of Regents, Policy Manual, Chapter 2: Academic Policies
⁷ SPG-3106B/A, Curriculum Procedures Manual
⁸ PCC Website: Tuition Costs and Fees
¹⁰ Archive: Expense per FTSE by Discipline, October 26, 2013
¹¹ Agenda and Minutes from Chancellor’s Cabinet, November, 2013
¹² Differential Tuition
Student Complaints

Pima Community College classifies student complaints into one of three categories: College related; faculty, non-grade, related; and grade related. While some of the details for handling each of these types of complaints vary, they all conform to the process described below.13

If students wish to register a complaint, they are encouraged to resolve their concern by first speaking with the individual against whom they wish to lodge the complaint and his or her supervisor. If this initial attempt does not satisfactorily resolve the student’s concern, he or she may file a written complaint.

To file a written complaint, a student may contact an academic dean, a vice president of instruction or a vice president of student development within ten working days of the initial resolution attempt. After a written complaint is received, the relevant area supervisor meets with all parties to investigate the complaint. After completing the investigation, the area supervisor will provide the student with a written decision within fifteen working days of the submission of the written complaint. The area supervisor may dismiss the complaint, offer a resolution, or take appropriate actions.

If the student is not satisfied with the area supervisor’s decision, he may file a written appeal with an appropriate administrator within five days of the decision. The administrator will then have five days to respond to the complaint and inform all relevant parties of his decision. This decision is final and not subject to further appeal.

Pima Community College prohibits discrimination on the basis of race, color, national origin, religion, sex, sexual orientation, disability, age or on the basis of membership as set forth in Uniformed Services Employment and Reemployment Rights Act (USERRA), or any other basis which is proscribed by law in the administration of, and access to, its programs, services, and facilities. The policy applies to students, employees, and applicants for employment.

The process for students who wish to submit complaints alleging violations of the ADA is detailed in SPG-1501/AG Disabled Students’ Complaint Procedure.14 The process for students wishing to file an EEO complaint against faculty and/or other employees may be found in SPG-1501/AA Procedure for Complaints of Discrimination, Harassment and Retaliation.15

Since the last comprehensive evaluation, Pima Community College has received a total of 317 student complaints from across the district. 59 of these were grade related, 66 of these were faculty related, and 287 were college related.

The Director of the Office of Dispute Resolution monitors and analyzes the types of complaints received and looks for trends or common themes. If patterns in types of complaints in a particular area are identified, these complaints are flagged, an analysis completed to determine common elements, root cause, etc., and a review/audit completed to gather any additional information needed. Based on the

13 [Student Complaint Processes](#)
14 [SPG-1501/AG Disabled Students’ Complaint Procedure](#)
15 [SPG 1501/AA Procedure for Complaints of Discrimination, Harassment and Retaliation](#)
outcome, appropriate action is taken, for example, training, process/policy changes, updates to workflows, or other actions deemed necessary and relevant.

Transfer Policies

PCC accepts coursework from other regionally accredited institutions with a grade of C or higher.\footnote{BP-3111} PCC also accepts international transfer credit if it has been evaluated by a company that is a member of the National Credential Evaluation Services. Generally, international credit is awarded elective credit and does not fulfill General Education requirements. These policies are disclosed to students through both the College Catalog and the Transfer Student Instructions webpage.\footnote{Transfer Student Instructions} PCC Board Policy 1307\footnote{BP 3107 Degrees and Certificates} states that at least 15 credits for the associate’s degree must be earned at Pima; this is noted as well under Graduation Requirements both in the catalog and the website.\footnote{How to Apply for Graduation}

After close review of PCC transfer policies, a gap in compliance was identified in the area of maximum allowable credit. In order to resolve this gap, a team of faculty, staff, and administrators was assembled to benchmark and review best practices. As a result, The Assessment of Prior Learning SPG 3101 AA was revised and a draft is available on the web.\footnote{SPG-3101/AA revised} The 2014-15 Catalog and Fall 2014 Schedule of classes have been updated to include language consistent with the draft SPG.

PCC lists all of its articulation agreements with four-year institutions on its “Transfer Partnerships with Universities” webpage.\footnote{Transfer Partnerships} The webpage includes information about articulation agreements with Arizona’s three state universities which are part of the Arizona Statewide Transfer System\footnote{AZTransfer} and agreements with institutions outside of Arizona. In each case, students will learn which programs are eligible for transfer, the number of PCC credits accepted toward each program, and additional information.

All decisions related to the acceptance of credits by PCC are made by Admissions and Records through a process of transcript evaluation described in SPG-3111/AA Transcript Evaluation Standards.\footnote{SPG-3111/AA Transcript Evaluation Standards} This Standard Practice Guide outlines the procedures for implementing the corresponding Board Policy, BP-3111 Transfer Students and Credit, and instructs transcript evaluators to articulate credits earned from a regionally accredited institution with a minimum grade of C, or its equivalent, credits earned from another Arizona community college to fulfill AGEC requirements, and international credits that have been evaluated by companies that are members of the National Association of Credential Evaluation Services (NACES).
Verification of Student Identity

At Pima Community College students enroll in distance education as defined by the Federal Government. When students apply for admission to PCC, they must verify their identity by presenting a picture ID with their application. Student ID is verified at time of registration, at the initial assessment, during establishment of AZ residency, and certain steps in the financial aid application process. As part of the application process, all PCC students are issued an identifying number which they must use to access information online and to purchase a photo I.D. card. This number is also required to establish their MyPima accounts. Students taking online courses must first log in to their MyPima accounts to access those courses. Tests and exams for online courses can be locally proctored at the course instructor’s request to ensure that the person taking the exam is the person registered for the course. Some online courses require students to take proctored exams at the campus in the testing center where valid picture IDs are required.

Although PCC does not currently have any concrete plans for improving its methods for verifying student identity, a task force recently convened and recommended the centralization of the College’s distance education efforts under a single administration at a single campus. This administration would assume responsibility for all distance-education compliance requirements (accessibility, state authorization, identity verification, copyright, etc.) Under this centralized body, setting standards, training and enforcement will be managed more consistently and efficiently. Although this is not expected to come to fruition until July 2015, at the earliest, many of the pieces will be phased in earlier. Compliance will be one of the first components to be centralized.

Title IV and Related Responsibilities

General Program Responsibilities

Over 70% of the student body at PCC receives federal financial aid to fund their education. The College understands the importance of grants, loans, and work-study programs in providing all students with an equal educational opportunity and in maintaining diversity at the College. PCC ensures that staff is highly trained and Title IV programs are closely monitored to comply with all applicable regulations.

PCC lists Title IV eligible programs in its Eligibility and Certification Approval Report (ECAR) which can be viewed in the PCC Archive.

Information for this section is still being collated for inclusion in the July 31 self-study.

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24 Evidence: SPG 3501/AA: Admissions and Registration
25 IPEDS 2012-13 Student Financial Aid Survey
Financial Responsibility Requirements

In the 2013 Site Report to the Arizona Legislator, the Auditor General states that “Pima County Community College District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs.”

The Commission also annually analyzes each institution’s financial ratios to determine whether there might be financial concerns. The team will check with the institution and with Commission staff regarding whether the Commission or the Department has previously raised concerns about an institution’s finances based on these ratios. If so, the institution should have addressed in its documents the actions it has taken and plans to take in response to these concerns.

Default Rates

PCC makes a continuous effort to ensure students do not take on excessive amounts of debt. When students first come to the College they are encouraged to meet with a skilled financial aid advisor who can provide recommendations based on individual student needs. On the College homepage students can find detailed information on topics related to loan management and default prevention.

Each year before financial aid awards are disbursed, students attend a mandatory Financial Aid Orientation in which they learn current federal financial aid regulations and instruction on how to manage their loans. Financial Aid Orientations also introduce students to SALT, an important electronic tool to help students manage their finances and student loans.

PCC three-year default rates can be found in the School Cohort Default Rate History Report on the National Student Loan Database System (NSLDS).  

<table>
<thead>
<tr>
<th>Institution</th>
<th>Default Rates 2009</th>
<th>Default Rates 2010</th>
<th>Default Rates 2011</th>
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<tr>
<td>007266 - Pima County Community College</td>
<td>23.4%</td>
<td>23%</td>
<td>20.7%</td>
</tr>
</tbody>
</table>

Public Disclosures

- Campus Crime Information

[A133 2013 Report to the AZ Legislator](#)
[Paying for School](#)
[SALT](#)
[NSLDS School Default Rates 3-Year](#)
[http://www.pima.edu/about-pima/heoa-disclosures.html](http://www.pima.edu/about-pima/heoa-disclosures.html)
PCC’s Department of Public Safety publishes The Disclosure of Campus Security Policy and Campus Crime Statistics Annual Report is annually emailed to students and made available for public viewing on the College Website. The report is in accordance with the Jeanne Clery Act which requires higher educational institutions to collect and publicly disclose information on specific crimes committed on campuses and campus security policies. The annual report is also submitted to the US Department of Education and a mass email is distributed to students, staff, and faculty when the report becomes available.

- **Athletic Participation and Financial Aid**
  In compliance with the 1994 Equity in Athletics Disclosure Act, PCC reports information to the US Department of Education through IPEDS regarding the athletic participation of students. Information available to the public includes types of intercollegiate sports offered, number of students participating in each College program by gender, number of staff employed for these programs and the salaries of such staff, athletically related student financial aid, program revenues, and expenditures. The Report can be found on the College Website.

**Student Right to Know**

- **Graduation/Completion and Transfer Rates**

  Title IV responsibilities require institutions to provide data on graduation/completion and transfer rates for the student body by gender, ethnicity, receipt of Pell grants and other data. PCC demographic data is collected in the Integrated Postsecondary Education Data System (IPEDS) and summarized for the public the Federal Reporting webpage.

- **Cost of Attendance, Process for Withdrawing as a Student, and Refund and Return of Title IV Funds.**

  On the Website, PCC provides students with detailed information about paying for school, costs of attendance, including differential tuition and additional fees, withdrawing from classes, and how withdrawing may affect Title IV funds.

- **Current Academic Programs and Faculty**

  The PCC Homepage provides the public with a information about programs and courses including degree programs, current class schedules, class catalog, career training programs,

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32 Student Right to Know Report
33 IPEDS
34 Federal Reporting
35 Paying for School; Costs of Attendance; Withdrawing; How Withdrawing May Affect Title IV Funds

Federal Compliance: 7
adult education classes, continuing education classes, and more.\(^{36}\)

In addition to in the Course Catalog, information about current faculty/instructors and their credentials is posted on a roster available to the public on the Website.\(^{37}\) Individual and department contact information also exists in a searchable online directory.\(^{38}\)

- **Applicable Accrediting Agencies**

  PCC’s Accreditation web page lists the Higher Learning Commission of the North Central Association as the College’s institutional accreditor and includes the College’s current status with the Commission.\(^{39}\) A list of accrediting agencies providing specialized and programmatic accreditation is provided on the Program Accreditation/Certification webpage.\(^{40}\)

- **Facilities for Disabled Students**

  PCC facilities are ADA compliant as outlined in SPG-1501-A/D\(^{41}\). Descriptions of facilities for disabled access can be viewed on the Website, including a link on the Homepage,\(^{42}\) or by contacting Disabled Student Resource (DSR) Centers available at each campus.\(^{43}\)

- **Study Abroad**

  PCC does not enroll students in study abroad programs. However, interested students can begin their research through the College’s Website.\(^{44}\)

**Satisfactory Academic Progress and Attendance Policies**

- PCC lists three criteria for Satisfactory Academic Progress on its public webpage\(^{45}\). For students to maintain Satisfactory Academic Progress, they must:
  - Complete 67% of all credit hours for which they enroll each semester. Transfer courses are included in this calculation, and the percentage is cumulative for the time the student is enrolled at PCC.
  - Maintain a minimum grade point average that varies with the number of hours completed.

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\(^{36}\) Programs & Courses  
\(^{37}\) Roster of Faculty/Instructor Credentials 2013/2014  
\(^{38}\) Employee and Department Directory  
\(^{39}\) HLC Accreditation  
\(^{40}\) Program Accreditation/Certification  
\(^{41}\) SPG-1501-A/D  
\(^{42}\) Maps and Directions  
\(^{43}\) Disabled Student Resources  
\(^{44}\) Study Abroad  
\(^{45}\) Satisfactory Academic Progress
Complete their degree program within 150% of the time, measured in credit hours, published for completion. This figure includes transfer credits and all attempted credit hours. PCC's Office of Student Financial Aid reviews the number of credit hours attempted at the end of every semester. Once students exceed the maximum time frame for their program, they become ineligible for federal or state financial aid for any future semesters at PCC. If students lose their eligibility, they may appeal the decision and explain why they have exceeded the timeframe for completion.

7. Contractual Relationships

Information for this section will be included in the July 31 document.

8. Consortial Relationships

Information for this section will be included in the July 31 document.

Required information for students and the public

Course catalogs and student handbooks are published on a regular basis and have been submitted to the HLC review team.

PCC lists a variety of calendars on the website. The main calendar is devoted to academic dates and deadlines with previous years archived, and each campus provides a calendar featuring events that are being hosted at their location. Also available online are calendars geared towards general interest, for example, athletics, Board of Governors meetings, Center for the Arts, etc. Other calendars to help students find specific orientations and workshops are displayed by topic on the website.

Grading policies are determined by the Board of Governors and are included in the Course Catalog as an online resource. Students can get guidance on how to file a grade-related complaint though the Student Complaint Process web page. Any special grading policies that are specific to programs of study are listed under their individual heading on the Programs & Degrees web page and in the program handbooks.

Information about new student and returning student admissions is accessible through the PCC.

46 https://bannerweb.pima.edu/pls/pima/az_tw_subcrse_catalog.p_subjcrrse_list?p_subject_code=CIS
47 http://www.pima.edu/programs-courses/college-catalog/
48 Calendars
49 BP-3113
50 Course Catalog, p. 32
51 Student Complaint Process
52 Programs & Degrees
Homepage. Individual program requirements are also linked through the Homepage. Each program has its own page, categorized by broader areas of study or searchable by typing in the program’s name.

Advertising and recruitment materials and other public information

To provide the public with the best-possible information about its activities, PCC’s Office of Public Information relies heavily upon College subject matter experts when composing press releases or marketing materials. Each campus has its own public information coordinator who serves as the contact point between the campus and the Vice Chancellor of Public Information and Federal Government Relations. When a request for marketing originates at one of the campuses, the public information coordinator forwards the request to the Vice Chancellor, who reviews the request and may suggest revision, before returning it to the Public Information Coordinator. Before disseminating the information to the public, the Public Information Coordinator enlists the help of a relevant subject matter expert who reviews the material for accuracy. Only then is the information released to the public. The basics of this process are outlined in the Public Information and Federal Government Relations Intranet webpage.

Extensive information on PCC programs, locations, and policies are made available to current and prospective students on the Website. In addition, periodically throughout the year, mailings are made to every household in Pima County, as well as other recruitment and informative methods used by media.

The Mark of Affiliation can be found on the PCC Website under the accreditation webpage.

Review of student outcome data

PCC collects student outcome data in a few ways, including IPEDS, Voluntary Framework of Accountability and course success metrics. Course performance data are collected through Banner and the Student Learning Outcome process, detailed in the Self-Study Monitoring Report. Banner data enables us to study retention, persistence, course completion, grades, GPA and more. Those data are prepared each fall and spring and posted to the public website for use by any interested person.

Standing with other accrediting agencies and state regulatory bodies

Many states require state authorization for higher education activities that may occur in that state. PCC had not attempted to seek authorization in any state, and had no systems in place to know which students from which states we were serving. Upon identification of this gap in compliance, PCC took action to implement a system for ensuring, documenting and making information readily available to the students and public that we are not violating other state regulations with physical presence,

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53 [New Student](#)
54 [Programs & Courses](#)
55 [Public Information and Federal Government Relations](#)
56 [Student Success Indicators](#)
distance education of students, or the hiring of remote adjunct faculty. The action plan, *State Authorization Red Zone Report*, can be viewed in the PCC Archive. This system includes a mechanism for regular review of compliance and public reporting on the PCC Website.\(^{57}\)

**Public notification**

In an effort to ensure that the Higher Learning Commission received a broad cross-section of third-party comment, PCC’s Marketing and Public Information Department identified all of the College’s constituencies, both internal and external, and solicited public comment through venues best suited for reaching these constituencies. Beginning on May 1, 2014, PCC placed announcements modeled on the one prescribed by the HLC in Tucson’s largest local newspaper, the College’s student-run newspaper, on social media sites, on the public webpage, in the Alumni newsletter and several other areas. PCC, then sent follow-up messages on July first reminding interested parties that they had a month to provide comments to the HLC. The period for third-party comment ended on August 1.

\(^{57}\) State Authorization Information for Online Students Residing Outside Arizona

Federal Compliance: 11